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ABSTRACT

This project attempted to identify differences in the communicative skills of American Indians compared to other applicants for employment in the food service industry and conducted a demonstration training program to improve both verbal and nonverbal communication skills. The study developed out of a perceived lack of communicative competence when American Indians interact with non-Indians. Part 1 reports on results of evaluating the communication skills of 60 individuals, equally divided by sex and ethnicity (American Indian, Hispanic, Anglo) who were interviewed for a simulated position using the Vocational Decision-Making Interview (VDMI) Survey Instrument. This study found no statistically significant differences among groups on the VDMI, verbal characteristics, or nonverbal characteristics. Managers (n=3), however, indicated significant differences among groups in both verbal and nonverbal skills, with Hispanic individuals rated highest. Part 2 describes training in interview techniques provided to five American Indian adults with disabilities. Part 3 reports an analysis of sociolinguistic-discourse competence of 42 individuals (American Indian, Hispanic, and Anglo) in mock job interviews. This study found significant gender differences in use of laughter in the interview situation and a strong correlation between perceived verbal skills and assessed hireability. Appendices include training instruments, the interview protocol, and other project forms. (Contains 29 references.) (DB)

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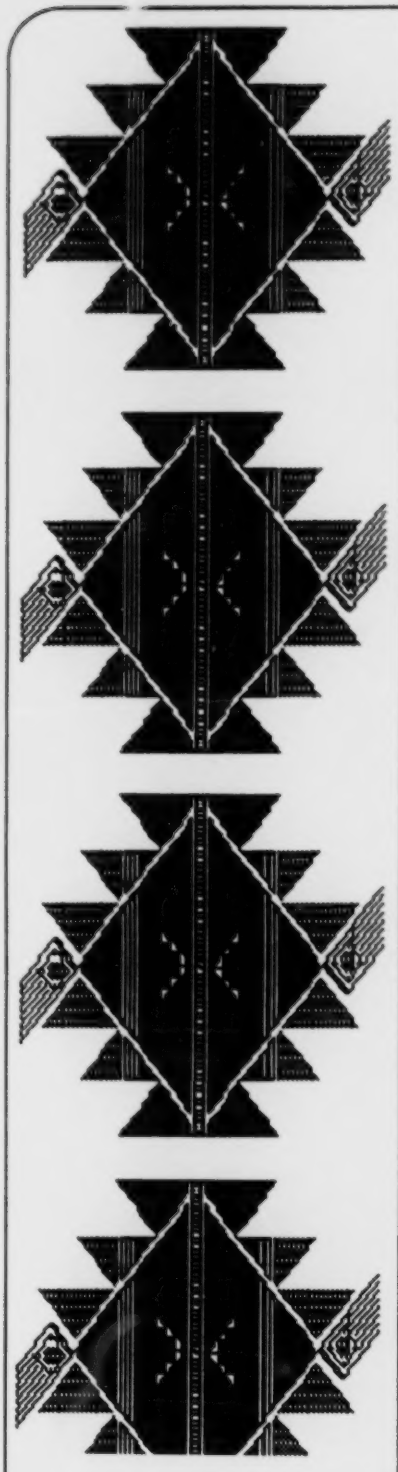

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Final Report
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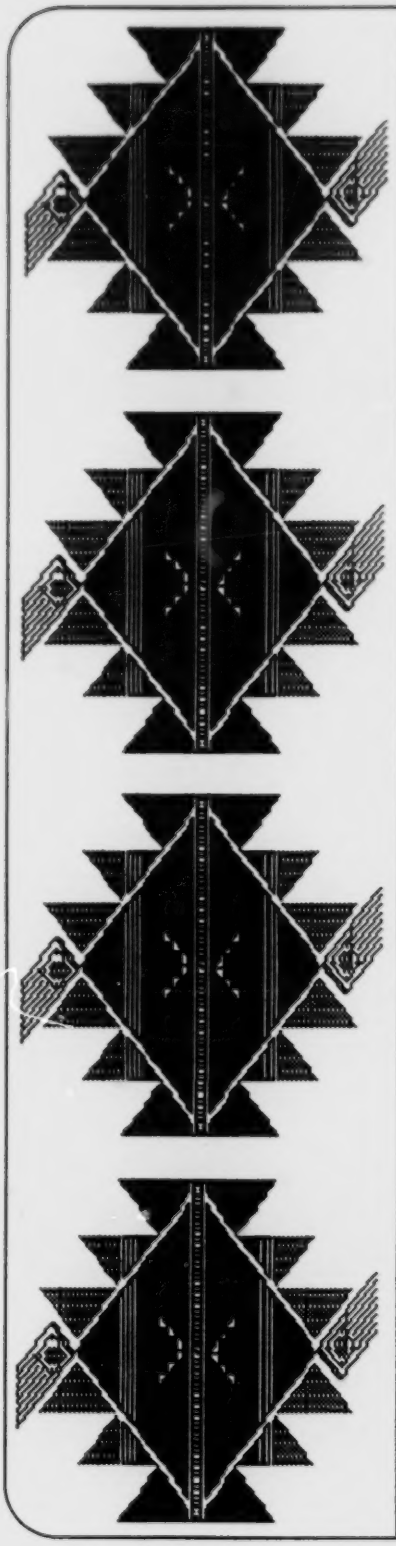

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Preface

Chad Nye, Department of Speech Pathology and Audiology, Principal Investigator, Northern Arizona University, began this research project in the fall of 1989 and laid the foundations for the empirical study. He completed a literature review and then engaged the use of graduate assistants to help to begin to collect the sample of participants. By summer 1990, he had invited Raoul L. Betancourt, Department of Sociology and Social Work, Northern Arizona University, to collaborate with him as co-investigator. With the beginning of the fall Semester of 1990, Betancourt had collected the complete sample. During the remainder of that semester, Nye and Betancourt collaborated on analysis of the data. By the beginning of the summer of 1991, Nye and Betancourt had designed and implemented Part II of this study, the Demonstration Training Project. Margie White received a rehabilitation research and training minigrant from Northern Arizona University American Indian Rehabilitation Research and Training Center, to assess the sociolinguistic skills of the job applicants involved in this study, and was supervised by Nye until his departure in the summer of 1991. After the departure of Nye, Betancourt became Principal Investigator for the final stages of this project. This research was conducted under the general oversight of William E. Martin, Jr., Research Director, Northern Arizona University American Indian Rehabilitation Research and Training Center, until summer of 1991, at which point this supervision was transferred to Robert M. Schacht, Co-Director of Research, Northern Arizona University American Indian Rehabilitation Research and Training Center, who edited the text and contributed to the discussion and recommendations.

July 20, 1993

PART ONE: COMMUNICATION SKILLS OF JOB APPLICANTS

Introduction

The purpose of this project is to: (a) identify the communicative skills that differentiate applicants for entry-level positions in the food service industry based on ethnicity; and (b) provide appropriate training for the development of verbal and nonverbal communication skills in American Indian adults with disabilities. Two hypotheses were established to guide this project:

1. American Indians applying for employment in the food service industry will significantly *differ* from other ethnic group applicants in their verbal skills exhibited at the time at the initial interview.

2. American Indians applying for employment in the food service industry will significantly *differ* from other ethnic group applicants in their nonverbal skills exhibited at the time at the initial interview.

Employment of American Indians

In the past, many American Indians were born, lived, and died within a very limited geographical area characterized by federally designated reservations. Such an existence is no longer common in today's world. The American Indian reservations often border predominantly Anglo communities where the economic conditions and opportunities are superior to those of the reservation. It is also true that American Indians, as a group, are the most underemployed ethnic population in the United States (Morgan & O'Connell, 1987). The general purpose of this project is to determine the nature of the verbal and nonverbal skills needed by the American Indian job applicant to successfully compete in the initial interview for employment in the food service industry located in a reservation border city. Such a study would provide a basis for the development of appropriate programs designed to train American Indian adults who have a disability to successfully interview for jobs in fast-food organizations in reservation border towns.

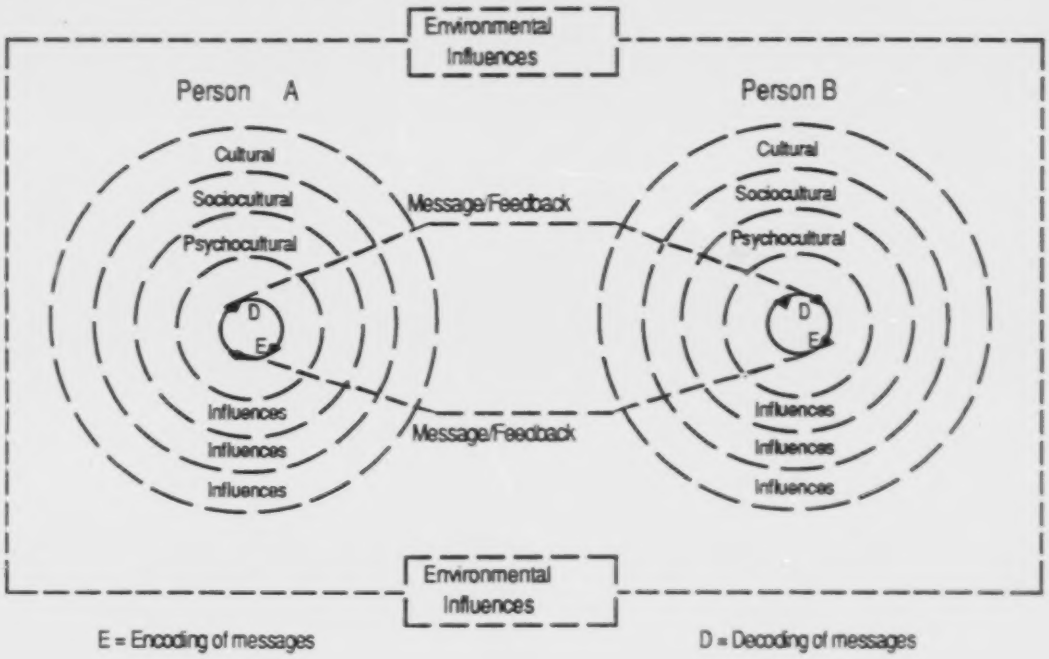
While the historical record of unemployment for the American Indian is readily available (O'Connell, 1987), the reasons for their high unemployment are less discernible. Much attention has been given to education and job training. These programs have typically focused on providing the American

Indian with "fundamental job skills" that are necessary to experience gainful, productive, and lasting employment. However, little attention has been paid, either in research or in training programs, to the needs of American Indians with disabilities for vocational training outside the "fundamental job skill" training area. In the food service industry, food-handling job skills may be secondary factors in the employability of American Indians with disabilities. Herein lie the primary hypotheses of the project proposal.

Preliminary discussions with food service business owners revealed that the "on-site job skills" are the most teachable aspect of the job. It was the consensus of these business people that the primary area of concern in the hireability of American Indian applicants was their perceived lack of communicative competence during the interview process, especially when compared to other applicants of different ethnic groups. This perceived communicative deficit resulted in failure to hire American Indians because of concerns for communicative adequacy in the face-to-face interactions with the business staff and customers. In essence, the major determining factor in the employability of the American Indian applicant was identified as success with intercultural communication – the encoding and decoding of messages between members of two different cultures (Gudykunst & Kim, 1984) as illustrated by the following model (see Figure 1).

This triumvirate of influences provides a descriptive model of the factors that may impact the American Indian's employability. Thus it would seem plausible to consider that the communicative interaction of American Indians in a job interview might be such that the interviewee's ability is obscured by some or all of these cultural, sociocultural, and psychological influences.

Figure 1. An Organizing Model for Studying Communication



Adapted from Gudykunst & Kim (1984)

Cultural Influences

Cultural influences include factors such as those defined by Dodd (1987): postulates, means, and ends. Postulates are those things taken for granted as "the facts of life." They are the unconscious assumptions one is taught as part of the socialization of culture. These assumptions include "how the self is defined, people's relationships to one another, and supernatural phenomena" (Gudykunst & Kim, 1984, p. 32).

The norms and rules of a culture specify the acceptable and unacceptable means for reaching the "ends" of social life. These norms and rules of a culture are the mechanism that provides the culture's members a way to engage in the spontaneous day-to-day social behaviors of communication without constantly having to "wonder" what other people are going to do or think. These cultural postulates, means, and ends influence how one encodes and decodes both verbal and nonverbal messages. It is this "cultural influence" that may provide a major problem with the American Indian with a handicap attempting to enter the workforce. That is, he or she may not

understand the "norms and rules" needed to interact successfully within the dominant society workplace.

A similar point is made by Dufort (1992), who reasons as follows:

> Participants in communicative exchanges make interpretive judgments about what is going on based on culturally specific communication resources. These resources include question-asking strategies; listening strategies such as making or withholding comments during a speaker's turn and providing listener feedback; strategies for providing and eliciting information; patterns for taking turns at talk; conventions in how to elaborate points; and politeness rules which regulate talk in public situations. Differences in the use of these resources lead to differences in interpretive judgments of what is going on during interaction, and these differences in interpretation often lead to negative evaluations of the other participant.

For example, an Anglo person encountering an American Indian will usually attempt to establish immediate, direct eye contact, while an Indian will often attempt to avoid direct eye contact. An Anglo views the eye contact as a form of attention and respect, while the Indian views such behavior as disrespectful and discourteous (Kluckhohn & Leighton, 1974). Yet for the Anglo employer, direct eye contact is held in high regard as an important facet in the communicative interaction between the employee and customer.

Sociocultural Influences

Sociocultural influences are those involving a social ordering process that develops out of one's interactions with others (Dodd, 1987). There are three primary sociocultural influences that impact on the intercultural communicative exchange: (a) membership in social groups, (b) role expectations, and (c) interpersonal relationships.

Group membership is determined either by birth or by choice. The various groups of which one is a member enforce sets of expected behaviors and have shared values, and impact the effectiveness of one's communication with individuals belonging to a different group. Kluckhohn and Leighton (1974) have described in some detail the nature of the

interpersonal relationships of the Navajo people. They point out that the Navajo people are by nature more committed to the good of the group than to the superiority of the individual. Such a position is juxtaposed with the Anglo view of the "rights of the individual" and the freedom of "self-determination" in a highly competitive society. An American Indian attempting to assimilate into the Anglo work environment may come to the situation with a much different "gestalt" regarding the interactive nature of people. The resulting incongruity of cultural values may put the American Indian at a disadvantage as he or she attempts to enter the workforce in an Anglo setting.

Certainly role expectations influence how one interprets behavior and what predictions are made about people in a given role. Role expectations vary within any culture, but the variability across cultures is magnified to an even greater degree (Sarbaugh, 1979; Yousef & Briggs, 1975). Thus the American Indian may see the "community" effort in the workplace as a fundamental principle of behavior, while the employer views it as a necessary by-product of efficient staff-staff or staff-customer communication. It would seem that the successful employment training of an American Indian should include some consideration of differences in role expectations with respect to both the job and the culture.

Interpersonal relationships involve the use of psychocultural data in making predictions regarding the behavior of an individual. The manner in which interpersonal relationships (e.g., friend, employee, employer) are defined will influence how one communicates with people in those relationships. If the American Indian is not aware of or cannot adequately define the nature of the interpersonal relationship in the workplace, both the employee and employer are more likely to interpret each other's behaviors incorrectly and make inaccurate predictions about how and why they behave as they do. It is often the dependence on the use of culturally noncommon behavioral or communication cues that leads to miscommunication when the overt behavioral or communicative cues have different meanings for both the Anglo and American Indian cultures.

Psychocultural Influences

The area of psychocultural influences focuses on those variables involved in both cognitive and affective processes. An American Indian's perceptions of the Anglo work ethic may influence his or her confidence and self-presentation in the interview part of the employment process as much as do the employer's perceptions of the American Indian. Much research has been presented in the literature attesting to the importance of the interview (Schmitt, 1976; Smart, 1983; Wexby, Sanders, & Yuki, 1973), with some suggestion that the first four minutes are the most critical for the applicant in terms of the interviewer's impressions (Zunin, 1974). If an American Indian with a disability is to be successful in securing employment, the vocational training program must include techniques to improve the initial interpersonal interaction between the employer and the applicant so as to minimize the stereotypical views of both parties and maximize the favorable effect of early impressions during the interview.

In the affective area, the concept of ethnocentrism provides a basis for understanding some of the psychocultural influences that may negatively impact the employability of an American Indian with a disability. Ethnocentrism refers to the identification with one's in-group (e. g., ethnic, racial, or social) and the tendency to evaluate out-groups and their members according to in-group standards. This is not always intentional but rather is often a function of how one is socialized and is closely related to nationalism (Rosenblatt, 1964).

High levels of ethnocentrism and nationalism are functional when they satisfy needs in the lives of group members and when the in-group is strengthened or becomes more cohesive (Burke, 1976; Katz, 1960). Burke also argues that high levels of ethnocentrism can be dysfunctional and lead to hostility and conflict with out-group members. At the individual level, an extreme ethnocentric attitude may lead to misperceptions based on communications with relatively few out-group members. These misperceptions may result in inaccurate interpretations of an individual's behavior because the observer (e.g., employer) is using his or her own cultural frame of reference and possibly distorting both the verbal and nonverbal messages of the actor (e.g., American Indian applicant) and vice

versa. Thus a better understanding of the American Indian individual might result in a modification of any negative American Indian stereotypes held by the employer.

Environmental Influences

Another important element in understanding the nature of the intercultural impact facing American Indians with disabilities is that of environmental influences. Hall (1976) uses the concept of "contexting" to explain the relationship of environmental influences to successful communication. He distinguished between high-context (HC) and low-context (LC) cultures by suggesting that the HC cultures depend on communication that is largely implicit or internalized in the person, while the LC cultures depend on the explicit character of the message. The culture of the United States is typically viewed as relatively LC, while Eastern (Chinese and Japanese) and American Indian cultures are described as HC cultures. Hall suggests that LC cultures tend to depend on spoken or written messages, while HC cultures place greater importance on the more non-verbal contextual cues. Thus one of the issues facing an American Indian with a disability seeking employment is that the cultural demands for communicative interaction in the Anglo job market requires a specific, explicit, verbal format. This is in contrast to some native cultures, which may employ less explicit and more nonverbal communication skills.

The foregoing discussion raises the second major issue that is of concern in this project. An American Indian who has a disability may experience substantial difficulty in obtaining and maintaining successful employment without basic understandings of the cultural, psychocultural, sociocultural, and environmental influences surrounding himself or herself, the employer, and the work situation.

Methodology

Participant Recruitment for the Study

A sample of 60 individuals equally divided by sex and ethnicity (American Indian [AI], Hispanic [HI], Anglo [AN]) was desired. Between January and July

1990, participants were identified for the study. These participants were recruited from the following sources:

1. State of Arizona, Department of Economic Security, Job Service Department
2. Flagstaff Catholic Social Service
3. Native Americans for Community Action
4. Northern Arizona University

Although this project had been funded with the objective of training American Indian job applicants who have a disability, the likelihood of being able to recruit a sample of 60 Anglo, Hispanic, and American Indian job applicants with a disability for Part One of this study was slim. In Part One we concentrated, therefore, on recruiting a viable sample that equally represented all three ethnic groups. The purpose was to look for cultural factors that might influence the job interview, rather than disability factors.

Participant Interviews

Each interview lasted approximately 60 minutes. Participants first completed an application for a simulated position in a fastfood establishment. The participant then engaged in the Vocational Decision-Making Interview (VDMI) survey instrument (Czerlinsky & McCray, 1986). The VDMI was manually scored by the interviewer. Last, the participant engaged in a mock job interview for a position in a fast-food restaurant, with the same interviewer acting as the restaurant manager. The mock job interview session was videotaped.

By August 1, 1990, all 60 subjects had been interviewed, and scoring of the data began. The VDMI score was composed of three dimensions:

1. Decision-making Readiness (DMR) – Is the individual prepared to make choices about his or her career choices, education, training, etc.?

2. Employment Readiness (ER) – Is the individual prepared to engage in work; what criteria are part of the individual's job choice?

3. Self-appraisal (SA) – How does the individual evaluate him or herself in terms of job interest, aptitude, future employment, etc.?

A composite total VDMI score was also calculated.

Analysis of the videotaped interview was done in three stages. First, the verbal analysis of the interviewee's verbal skills was conducted for the total number of sentences, total number of words, and average words per sentence.

Second, in order to assess interviewees' nonverbal behaviors during this videotaped interview, investigators developed a comprehensive protocol of salient nonverbal behaviors often seen in personal interviews (Sullins, 1985; Sullins, Friedman, & Harris, 1989). The protocol (Appendix A) was designed to assess whether the following positive behaviors were present:

1. Shoulder orientation: The individual's shoulders are directed and leaning towards the interviewer, indicating that the individual is interested in the interview situation.

2. Body movements: Body movements are directed toward the interviewer, indicating that the individual is positively involved in the interview.

3. Posture: The interviewee is sitting in an upright position, indicating attentiveness.

4. Gestures: The interviewee's gestures are appropriate for the situation, indicating animation rather than nervousness.

5. Eye contact: The interviewee maintains some consistent level of eye contact with the interviewer, indicating focusing and following in the interview conversation.

6. Facial expressions: The interviewee demonstrates appropriate expressions and changes of expression during the interview.

7. Fluid speech rate: The interviewee's speech rate is fluid and moves from topic to topic smoothly. Negative indicators include choppy ideas and phrases, many monosyllabic pauses, and disruptive silences.

8. Speech errors: The interviewee exhibits coherent and understandable conversational patterns.

9. Interview dominance: The interviewee is active rather than passive in presentation to the interviewer, indicating a certain level of self-assurance and confidence.

10. Self-control: The interviewee is self-disciplined throughout the presentation, indicating situation control.

Using this protocol, the co-investigator and three graduate students independently scored nine randomly selected interviews, three from each ethnic group. An inter-rater reliability of 88% was achieved between the co-investigator and the graduate students. Ninety-one percent reliability agreement was achieved among graduate students individually. These results suggested that the remaining interviews could be reliably coded by the graduate students using this instrument.

Third, in order to obtain reliable ratings of the subject's interviews by professional fast-food restaurant managers, the investigators developed a relevant protocol that encompassed hiring criteria thought by the managers to be important factors in their hiring decisions. Each manager was contacted to obtain information concerning his or her hiring criteria. The information obtained from each manager was correlated and an evaluation form was designed by the investigators for use by each manager (Appendix A). This evaluation form assessed the following factors:

1. *Appearance.* This dimension consisted of three separately rated factors focusing on the subjects physical presentation:

a. Dress-appropriateness of dress

b. Neatness-orderly in dress and grooming

c. Cleanliness-clean clothes, hands, face, etc.

2. *Communication Skills.* This dimension assessed three separately rated factors focusing on subjects' interaction skills:

a. Verbal skills-exhibits appropriate vocabulary skills both quantitatively and qualitatively

b. Nonverbal skills-exhibits appropriate body language and facial expression

c. Interpersonal skills-exhibits appropriate conversational skills in communicating with interviewer to indicate ability to relate to people in a variety of situations (e.g., supervisor, customer, fellow worker)

3. *Experience.* The interviewee exhibits appropriate or job-related experiences as part of his or her background.

4. *Attitude.* The interviewee demonstrates a positive view adaptable to the workplace.

5. *Hireability.* The interviewee exhibits sufficient and appropriate skills to warrant a position if the position were available.

The protocol and the 60 videotapes were distributed to each manager for an independent rating of each subject's interview. All managers completed the rating of the 60 interviews with three days of receipt of the videotapes and within one day of one other.

Results

The data analysis for this project is presented across five dimensions: (a) subject characteristics, (b) VDMI performance, (c) verbal characteristics during interview, (d) nonverbal characteristics during interview, and (e) manager ratings.

Subject Characteristics

The sample for this study consisted of three subject groups: American Indian (AI), Hispanic (HI), and Anglo (AN). As explained in the Methodology section, these people did not necessarily have any disabilities. Participants were recruited by Betancourt at the Job Service Office of the state of Arizona, Department of Economic Security in Flagstaff, and at Flagstaff Catholic Social Service. Recruitment notices were also distributed to relevant personnel of these agencies. Referrals were made by the office personnel, and

some individuals contacted Betancourt by telephone. Also, referrals were made to Betancourt from Native Americans for Community Action (NACA) and from the Center for Excellence in Education at Northern Arizona University.

A total of 60 subjects participated in all aspects of the data collection. However, because group matching prior to the data collection was not possible, it was necessary to eliminate the two oldest subjects (age 65 and 51 years) in the HI group from the final analyses. The mean age for the remaining 58 subjects was 27.59 years. The sample was approximately evenly divided by sex and age. Table 1 presents a summary of the primary subject characteristics according to each ethnic group.

Table 1.

Subject characteristics for each ethnic group.

	n		Age		
	Male	Female	Male	Female	Mean
American Indian	11	12	30.17	25.64	28.00
Hispanic	9	10	36.22	34.00	35.05
Anglo	9	9	28.22	25.33	26.78

Because subject selection was not conducted under randomized conditions, the initial analyses were conducted in order to determine if any group differences might exist that would result in an inherent performance bias. An analysis of variance (ANOVA) of the subject characteristics presented in Table 1 revealed no significant group differences at the .05 level. Thus the next analyses focused on the specific variables identified during the study.

VDMI Performance

At the beginning of the subject interview, each subject was administered the Vocational Decision Making Inventory (VDMI) by the interviewer. The first subtest score of the VDMI was the Decision-making Readiness (DMR) subtest. The mean scores for this subtest are presented in Table 2.

Table 2.

Mean scores obtained on the DMR subtest of the VDMI

	Mean Score	Standard Deviation
American Indian	17.09	3.94
Hispanic	15.46	4.98
Anglo	16.72	4.24

Note. $F(2,55) = .741$, $p = .4814$

An ANOVA of these data revealed no significance differences at the .05 level with respect to the performance of the three ethnic groups.

The mean scores for the Employment Readiness (ER) subtest are presented in Table 3 and yielded similar statistically nonsignificant (i.e., $p > .05$) results.

Table 3.

Mean scores obtained on the ER subtest of the VDMI

	Mean Score	Standard Deviation
American Indian	9.96	1.64
Hispanic	9.82	2.27
Anglo	9.39	2.23

Note. $F(2,55) = .416$, $p = .662$

Table 4 exhibits the scores obtained on the Self-Appraisal (SA) subtest. When these data were subjected to an ANOVA, no significant differences were found at the .05 level.

Table 4.

Mean scores obtained on the SA subtest of the VDMI

	Mean Score	Standard Deviation
American Indian	17.17	2.64
Hispanic	18.41	4.32
Anglo	18.33	2.53

Note. $F(2,55) = 1.519$, $p = .228$

The composite VDMI score was obtained by combining the three subtests. The means and standard deviations for each ethnic group are presented in Table 5.

Table 5.

Mean scores obtained on the VDMI composite of the VDMI

	Mean Score	Standard Deviation
American Indian	44.22	6.77
Hispanic	43.71	9.85
Anglo	44.94	7.22

Note. $F(2,55) = .109$, $p = .897$

An ANOVA of these data also yielded no significant differences at the .05 level.

Interview Behaviors

The interview behaviors consisted of both verbal (two items) and nonverbal (eight items) characteristics exhibited by each subject during a 4-8 minute videotaped interview (see Appendix A: Protocol). These behaviors were evaluated by independent raters on a dichotomous yes/no scale for the entire interview period. An analysis of these characteristics was conducted using a chi-square procedure comparing the frequency of "yes" vs. "no" observations across each of the three ethnic groups.

Verbal Characteristics

The analysis of the verbal characteristics for each subject was conducted using data from the videotaped interview and a transcribed text of their responses during the interview. The verbal characteristics identified in the videotaped interview included: (a) fluid speech rate, and (b) lack of speech errors. Each subject was judged on the presence (or absence) of these characteristics. The chi-square analysis of the fluid speech rate yielded a significant Chi-square (χ^2 (2, $N = 57$) = 7.006, $p = .031$). Table 6 presents the cell data used in this analysis. However, the expected value is less than 5 in 3 of the 6 cells in this table, casting doubt on the significance of this result.

Table 6.

Fluid Speech Characteristics: Frequencies, proportions ( ), and Chi-square values

	Yes	No
American Indian	16	7
	(70)	(30)
Hispanic	16	0
	(100)	(0)
Anglo	16	2
	(89)	(11)

Note. $\chi^2 = 7.006$, $p = .031$, 2 D. F.

As can be seen in Table 6, the proportions represented in the AI group are substantially greater than either the HI or the AN group. Thus in order to provide a more accurate comparison of performance between the American Indian group and the other two groups, the HI and AN group scores were combined and compared with the AI group. These data are presented in Table 7. Since one expected value in this table is less than 5, Fisher's Exact Test was calculated.

Table 7.

Fluid Speech Characteristics: Frequencies and Chi-square for combined Anglo and Hispanic group

	Yes	No
American Indian	16	7
Hispanic/Anglo	32	2

Note. χ^2 (1, $N = 57$) = 6.22, $p = .013$.
Fisher's Exact Test (one-tail), $p = .017$.

An analysis of these data yielded a significant result ($\chi^2 = 6.22$, $p < .02$) that suggested there was a significant difference between the two ethnic groupings with respect to the presence of the fluid speech behaviors.

An analysis of the speech-error dimension revealed no significant differences at the .05 level between any of the groups. The small number of

cases classified as "No" preclude any meaningful analysis. Data for this dimension are exhibited in Table 8.

Table 8.

Lack of Speech Errors: Frequencies and Chi-square

	Yes	No
American Indian	22	1
Hispanic	16	0
Anglo	18	0

Note. χ^2 (1, N = 57) = 1.505, p= .473

The analysis of the transcribed responses addressed three major dimensions of communication: (a) total number of sentences, (b) total number of words, and (c) average number of words per sentence. Table 9 presents the mean scores obtained in the summarizing of the transcribed verbal behaviors during the video recorded interview session. An ANOVA of these data revealed no statistically significant differences at the .05 level for any of the behaviors when comparing the three ethnic groups.

Table 9.

Verbal Performance: Mean values for each subject's transcribed responses

	Number of Sentences	Total Number of Words	Words per Sentence
American Indian	9.22	207.35	10.13
Hispanic	25.00	276.59	11.45
Anglo	18.67	222.67	12.06
F Value (2, 55)	3.116	1.481	1.500
Sig. of *F*	.052	.236	.232

Nonverbal Characteristics

A total of eight nonverbal characteristics were analyzed from the video recorded interviews (See Protocol in Appendix A, items 1-6, 9, 10). The observed frequencies of each behavior within each ethnic group are presented in Table 10 along with their respective Chi-square values.

Table 10.

Nonverbal Behaviors: Frequency, Percentage (%), and Chi-square values

	American Indian		Hispanic		Anglo		χ^2	*p*
	Y	N	Y	N	Y	N		
Shoulder orientation	20 87%	3 13%	12 75%	4 25%	16 89%	2 11%	1.45	.485
No excessive Body movements	20 87%	3 13%	15 94%	1 6%	15 84%	3 16%	.87	.646
Positive body positions	20 87%	3 13%	15 94%	1 6%	15 94%	1 6%	.74	.688
Positive gestures	19 83%	4 17%	14 88%	2 12%	12 75%	4 25%	.86	.651
Eye contact/ movement	18 82%	4 18%	16 100%	0 0%	16 89%	2 11%	3.20	.201
Facial expressions	21 91%	2 9%	16 100%	0 0%	18 100%	0 0%	3.06	.216
Interview dominance	15 65%	8 35%	14 88%	2 12%	12 67%	6 33%	2.68	.262
Self-presentation	21 91%	2 9%	16 100%	0 0%	16 100%	0 0%	3.06	.216

While no statistically significant differences emerged from these analyses, it is interesting to note that in three of the eight behaviors observed, the AI group actually demonstrated a larger proportion of positive behaviors than did one of the other two groups (shoulder orientation, no excessive body movements, positive gestures).

In order to determine the effects of the overall presence of the observed verbal and nonverbal behaviors identified during the interview, a composite

score for the ten characteristics presented in Form A was analyzed. An ANOVA comparing the composite score across the three ethnic groups yielded no significant differences ($F(2, 54) = 2.125$, $p = .129$). This finding suggested that the composite score of observed behaviors did not show any significant verbal/nonverbal differences between any of the ethnic groups during the interview.

Manager Ratings

The analysis of the manager's ratings of the videotaped interviews addressed nine dimensions: dress, neatness, cleanliness, verbal skills, nonverbal skills, personal interaction skills, experience, attitude, and hireability. A copy of the protocol used by the managers to rate each subject is presented in Appendix A: Manager's Evaluation Form.

The first level of analysis focused on assessing the differences between ethnic groups for each dimension by manager comparison. That is, did Manager 1 (M1) rate the subjects of one ethnic group differently than the subjects of another group? Table 11 presents a summary of the mean rating values obtained from each of the managers for each dimension. It is important to remember that a lower score is a more desirable rating.

When the data in Table 11 were submitted to an ANOVA and post hoc comparisons (SPSS 1986, pp. 468-470; Winer, 1971, pp. 196-201, 219-220), significant differences emerged with respect to individual managers' rating of several dimensions across the three ethnic groups. Table 12 presents a summary of the results of this analysis. The null hypothesis for the statistics in this table is: for a given variable ("Dress", etc.) and Manager, average scores will be the same for each ethnic group. In this table, significant F-tests (shown in bold face) almost always indicate a significant difference in mean scores between ethnic groups. In order to find out which ethnic group was significantly different from the others, the Scheffe procedure was computed at the .05 level, and the significantly different pairs resulting from this procedure are listed below the corresponding F statistic. So, for example, the analysis of variance of Manager 1's "Neatness" scores by ethnic group produced an F-test ($F(2,51) = 4.371$) significant at $p = .018$. The Scheffe Procedure showed that Group 2 (Hispanic) was significantly different from both Group 1 (American Indians) and Group 3 (Anglos). This result is

Table 11.

Mean rating values for each ethnic group by each manager

	Manager 1	Manager 2	Manager 3
Dress	AI=3.13*	AI=3.30*	AI=3.04
	Hi=3.53	Hi=3.35	Hi=2.82*
	An=3.42	An=3.39	An=3.50
Neatness	AI=3.09	AI=3.09*	AI=2.87
	Hi=2.47*	Hi=3.12	Hi=2.47*
	An=3.14	An=3.59	An=2.79
Cleanliness	AI=2.91	AI=2.96	AI=2.87
	Hi=2.47*	Hi=2.88*	Hi=2.59*
	An=3.07	An=3.14	An=2.79
Verbal skills	AI=3.26	AI=3.44	AI=3.17
	Hi=2.71*	Hi=3.00	Hi=2.24*
	An=2.86	An=2.86*	An=2.86
Nonverbal skills	AI=3.00	AI=3.17	AI=2.57
	Hi=2.47*	Hi=2.88	Hi=2.24*
	An=3.00	An=2.82*	An=2.82
Interpersonal skills	AI=3.14	AI=3.32	AI=2.77
	Hi=2.63*	Hi=2.63*	Hi=2.13*
	An=3.13	An=3.13	An=2.80
Experience	AI=2.83	AI=2.83	AI=3.11
	Hi=2.47*	Hi=2.71*	Hi=2.65*
	An=2.75	An=3.08	An=2.83
Attitude	AI=2.91	AI=3.46	AI=2.82
	Hi=2.41*	Hi=2.65*	Hi=2.41*
	An=2.89	An=3.28	An=2.94
Hireability	AI=3.09	AI=3.32	AI=3.09
	Hi=2.47*	Hi=2.71*	Hi=2.77*
	An=3.00	An=2.93	An=3.27

Note. AI=American Indian Group
HI=Hispanic Group
AN=Anglo Group
* lowest score of the three ethnic groups for that manager

summarized by indicating the significantly different pairs ("1, 2" and "2, 3") below the corresponding *F*-test for Manager 1. In this case, the average "Neatness" score was 2.47 for Hispanics, 3.09 for American Indians, and 3.14 for Anglos. Since this variable is scored "1" for "excellent" and "5" for "poor", this means that Manager 1 rated the Hispanic applicants as more neatly dressed than the American Indian and Anglo applicants. As seen in Table 12, most of the significant differences resulted in comparisons between the AI (Group 1) and HI (Group 2) groups (9 of 12 significantly different pairs) with only one significant comparison between the HI and AN groups. It is also interesting to note that only on the dimension of "Interpersonal Skills" and "Attitude" did two of the raters' evaluations result in significant differences between the same groups.

In summary, Managers 1 and 3 were more likely than Manager 2 to rate members of different ethnic groups differently. Manager 1 rated American Indians and Hispanics differently on five of nine dimensions. Manager 3 rated these two groups differently three of nine times, and Manager 2 rated them differently only once. On none of the dimensions did significant differences between the ethnic groups emerge for all three managers. Additionally on only three of the dimensions did significant differences emerge for two managers. Additionally, on only three of the dimensions did significant differences emerge for two managers.

Table 12.

ANOVA and significant post/hoc group comparisons of manager ratings and ethnic groups

	Manager 1	Manager 2	Manager 3
Dress	$F(2, 51) = .503$ $p = .608$	$F(2, 54) = .015$ $p = .985$	$F(2, 49) = 1.723$ $p = .189$
Neatness	**$F(2, 51) = 4.371$** **$p = .018$**	$F(2, 55) = .576$ $p = .565$	$F(2, 54) = .987$ $p = .379$
Significant ethnic group pairings	**1,2** **2,3**		
Cleanliness	**$F(2, 51) = 3.503$** **$p = .038$**	$F(2, 55) = .346$ $p = .709$	$F(2, 54) = .567$ $p = .594$
Verbal Skills	$F(2, 54) = 2.955$ $p = .061$	$F(2, 54) = 1.766$ $p = .181$	**$F(2, 55) = 5.695$** **$p = .006$**
Significant ethnic group pairings			**1,2**
Nonverbal Skills	**$F(2, 55) = 4.166$** **$p = .021$**	$F(2, 54) = 1.162$ $p = .321$	**$F(2, 55) = 3.418$** **$p = .040$**
Significant ethnic group pairings	**1,2**		**2,3**
Interpersonal Skills	**$F(2, 55) = 5.093$** **$p = .009$**	$F(2, 51) = 2.988$ $p = .059$	**$F(2, 54) = 3.816$** **$p = .028$**
Significant ethnic group pairings	**1,2** **2,3**		**1,2**
Experience	$F(2, 54) = 1.568$ $p = .219$	$F(2, 47) = .692$ $p = .506$	**$F(2, 46) = 2.590$** **$p = .041$**
Significant ethnic group pairings			**1,2**
Attitude	**$F(2, 55) = 3.579$** **$p = .035$**	**$F(2, 55) = 4.282$** **$p = .019$**	$F(2, 54) = 2.590$ $p = .084$
Significant ethnic group pairings	**1,2**	**1,2**	
Hireability	**$F(2,52) = 4.711$** **$p = .013$**	$F(2, 55) = 1.672$ $p = .197$	$F(2, 54) = 1.049$ $p = .357$
Significant ethnic group pairings	**1,2**		

Note. 1=American Indian Group
2=Hispanic Group
3=Anglo Group
Significant ($p < .05$) F tests are shown in Boldface

The second level of analysis focused on assessing differences between managers' (M1, M2, M3) ratings within an ethnic group. For example, was one manager's rating of the dimension of "DRESS" for an ethnic group different than the other manager's rating for that same group? This analysis was conducted using a paired t-test procedure. A summary of the results of this analysis are provided in Table 13.

Table 13.

t-test values for mean rating values for each ethnic group by each manager

	American Indian	Hispanic	Anglo
Dress		1,3 t(16)=3.04*	
		2,3 t(16)=2.31*	
Neatness		1,2 t(16)=3.80**	2,3 t(17)=4.40***
		2,3 t(16)=2.86*	
Cleanliness		1,2 t(17)=2.38*	
Verbal skills		1,3 t(16)=3.11**	
		2,3 t(16)=5.61***	
Nonverbal skills	1,3 t(22)=2.87**	2,3 t(16)=2.68*	
	2,3 t(22)=3.73***		
Interpersonal skills	1,3 t(21)=2.59*		1,3 t(17)=3.29**
	2,3 t(21)=2.66*		
Experience	1,3 t(18)=-2.36*		
Attitude	1,2 t(22)=-3.43**		1,2 t(18)=-2.72*
	2,3 t(21)=4.54***		2,3 t(17)=2.38*
Hireability		1,3 t(16)=3.77**	

Note. 1 = Manager 1
2 = Manager 2
3 = Manager 3

*** p <.001
** p < .01
* p < .05

There were a total of 81 group comparisons possible; however, only 25% (n = 21) of those comparisons yielded significant differences between managers. Further, the M3 rating was involved in 17 of the 21 significant comparisons.

Due to the diversity of manager ratings of both ethnic group and verbal/nonverbal factors, a second ANOVA was conducted by computing an average of the three managers ratings for each of the nine factors and comparing them across ethnic groups. The factor means and resulting F values are presented in Table 14.

Table 14.

ANOVA and significant post hoc group comparisons for the combined manager-factor ratings across ethnic groups

	Mean Scores						
	American Indian	Hispanic	Anglo	F	D. F.	p	Significantly different groups
Dress	3.160	3.177	3.500	.689	2, 49	.507	
Neatness	3.015	2.686	3.143	1.466	2, 51	.240	
Cleanliness	2.913	2.647	3.000	1.088	2, 51	.345	
Verbal skills	3.290	2.647	2.875	4.116	2, 53	.022	1,2*
Nonverbal skills	2.913	2.529	2.882	2.593	2, 54	.084	
Interpersonal skills	3.076	2.458	3.022	5.734	2, 50	.006	1,2* 2,3*
Experience	2.926	2.608	2.889	1.328	2, 44	.275	
Attitude	3.061	2.490	3.037	4.389	2, 54	.017	1,2*
Hireability	3.167	2.647	3.067	2.528	2, 51	.090	

**Note.* 1=American Indian
2=Hispanic
3=Anglo

As can be seen in Table 14, three factor ratings were found to be significantly different across ethnic groups. A conservative post hoc Scheffe analysis revealed that the HI group received significantly better ratings (lower scores) than the AI group on verbal skills, interpersonal skills, and attitude. The HI group also received a significantly higher rating on interpersonal skills when compared to the AN group. All other comparisons were nonsignificant ($p > .05$).

Discussion

The purpose of this study was to assess the presence and nature of the verbal and nonverbal behaviors in American Indian, Hispanic, and Anglo adults in an interview situation. Two hypotheses guided this part of the project:

1. American Indians applying for employment in the food service industry will significantly differ from other ethnic group applicants in their verbal skills exhibited at the time at the initial interview.

2. American Indians applying for employment in the food service industry will significantly differ from other ethnic group applicants in their nonverbal skills exhibited at the time at the initial interview.

Discussion of the analyses will be organized parallel to the presentation of the results section of this report.

VDMI

While the results of each ethnic group's performance yielded no statistically significant differences for either the subtests or composite score of the VDMI, the AI group performance was superior to either the HI or AN groups on the DMR and ER subtests. It may be that the absence of any statistically significant differences indicates that the skills measured by the VDMI are not sufficiently discriminating characteristics that would reflect ethnic group differences needed for entry level fast-food restaurant work positions. Alternatively, it may be that the sample size was insufficient or not adequately representative of these three ethnic groups. The fact that the AI group scored higher than either of the other two groups on two of the three

subtests may argue for a greater degree of similarity between groups in terms of job readiness than previously thought. If the assumption of greater validity and stability of composite scores is accepted for the VDMI performances, then the nonsignificant result would further support a similarity for job-readiness hypothesis.

Verbal Characteristics

The verbal characteristics observed during the interview focused specifically on the first hypothesis. That is, it was thought that the American Indian group would manifest fewer skills than the other ethnic groups studied, with respect to verbal behaviors. The data suggest that the AI subjects were less fluid in their speech patterns than the other ethnic groups individually or collectively. The AI interviewees seemed to exhibit more difficulty in exhibiting a smooth transition between sentences or ideas. This result may reflect a difficulty the AI individuals had in using standard English in a stressful interview situation as opposed to any inherent verbal deficiency.

The verbal characteristics (Tables 6-9) observed during the interview by independent judges do not appear to offer compelling support for ethnic group differences. The presence of more speech errors in the AI group, while statistically significant, is not consistent with the speech fluidity data. It would seem that these two factors would be complementary in behavioral occurrence, and these findings are difficult to interpret in and of themselves. Thus the first hypothesis is only partially supported and will need additional study to better define the nature of the verbal abilities of the AI subjects.

It is, however, interesting to note the lack of specific speech errors present in all three ethnic groups. This finding coupled with the fluid speech differences might be viewed as supportive of the suggestion that the observed verbal differences are due to the stress of the situation rather than to any learned pattern of speech. It would seem reasonable to assume that if the observable speech errors were part of one's daily pattern of speech, it would be even more unlikely that these errors could be suppressed in a stressful situation such as an interview. Such was not the case in this study.

Another aspect of the verbal dimension analyzed was the quantity of verbiage used during the interview. While there were no statistically significant differences, a review of table 9 reveals that the AI group used fewer total words and fewer words per sentence in the interview. In fact, the AI group averaged almost 70 total words less than the HI group but only 15 fewer than the AN group. This finding is consistent with perceptions that AI individuals are often less verbal than the two other ethnic groups in this study. However, it is perhaps even more interesting that the differences between the AI and AN groups were minimal. This may, in effect, suggest that there are some substantial similarities between the AI and AN individual applying for a position in a fast-food restaurant, setting and the hiring decision might be based on other factors.

Of course, it is not necessarily true that the more one talks, the better one's thoughts are communicated. Mere verbosity does not guarantee superior content. However, some interviewers may jump to this conclusion if the applicant's answers are briefer than expected.

In general, it appears that the AI group exhibits verbal skills that are at least more similar to HI and AN groups than was originally expected. Further, the only significant difference observed in the "verbal skills" area was in speech fluidity, which in the employment setting might be interpreted negatively by some prospective employers.

Nonverbal Characteristics

While no statistically significant differences emerged in the data analysis of the presence of the nonverbal characteristics identified, there were several notable findings. First, it is interesting to observe the similarity of the data across the three ethnic groups. Specifically, the shoulder orientation, absence of excessive body movements, use of positive body positions, and positive gestures were all similarly represented by the three ethnic groups. Even more surprising was that the AI group's demonstration of these behaviors was not the least frequently observed of the three groups. In fact, for the shoulder orientation and no excessive body movement behaviors, the AI group performed most like the AN group. The judges of the eye contact, facial expression, and self-presentation behaviors found that 82% to 91% of the AI

group and 100% of the HI and AN groups exhibited those behaviors appropriately in over 50% of the interview. This again supports the similarity of nonverbal behavior associated with the three ethnic groups.

The category exhibiting the least frequently occurring positive behavior was that of *interview dominance*. Even though the analysis did not yield a statistically significant ethnic group difference, the proportions of the presence of this behavior was markedly lower in the AI and AN groups than were the other nonverbal behaviors. A total of 65% of the AI subjects, 67% of the AN subjects, and 88% of the HI subjects were observed to exhibit appropriate *interview dominance*. The stereotypical view of an AI individual is often one of a somewhat quiet, reserved person. Conversely, the stereotypical perception of an AN individual is someone who is more forward and controlling. This finding may suggest some type of adaptation effect for one or both of the groups when facing the interview situation. However, it also seems that the HI group did not make the same type of adaptations and was viewed as being considerably more dominant in the interview. Certainly, it would seem reasonable to suggest that perceived *interview dominance* would be substantially effected by the individuals' verbal and nonverbal performances.

The second issue of interest in the *interview dominance* behavior is the proportional superiority of the HI group. This finding suggests that the HI group more frequently exhibited the appropriate interview-controlling behaviors than either of the other two groups. This is a consistent finding in light of the superior performance of the HI group on five of the remaining six nonverbal behaviors identified. When comparing the performance of the three ethnic groups, the HI group demonstrated the largest (or tied for the largest) proportion of subjects exhibiting the nonverbal behaviors identified. Thus it may be that the *interview dominance* factor reflects more of a composite interview ability of the integration of all the nonverbal and verbal skills demonstrated in the interview condition. Further study of the *interview dominance* behavior might provide some insight into the nature of the relationship between the verbal and nonverbal dimensions of communication for a particular ethnic group.

Overall, the lack of statistical differences in the nonverbal dimension does not support the second hypothesis regarding ethnic group differences. At least, the hypothesis is not supported based on the identification of specific behavioral characteristics in this study. It would be of interest to evaluate the interactive nature of the verbal and nonverbal behaviors exhibited during the interview to assess its effect on the interviewer's impression of the interviewee.

Manager Ratings

At the heart of this study was the goal to determine if the nonverbal and verbal skills exhibited in an interview situation were differentially represented across ethnic groups. One way to address this issue was to ask three fast-food managers to independently rate interviewees on factors the managers considered important in the hiring decision. A total of 58 interviewees were rated using a five-point Likert scale for nine factors.

The data presented in Table 11 show that of the 27 comparisons for manager-factor analysis, the HI group achieved the highest rating (lower scores are higher ratings) on 22 of the comparisons with the AI and AN groups achieving the highest ratings on three and two comparisons, respectively. Additionally, for those manager-factor comparisons where the HI group did not achieve the highest rating, the AI group was rated second on 38% of the comparisons. The third group in all these comparisons was the AN subjects. Overall, 40% of the manager-factor-group comparisons yielded significant ethnic group difference. This suggested that managers may be differentially evaluating several verbal and nonverbal behaviors across ethnic groups.

As seen in Table 12, significant *F* values were obtained for M1 on six of the nine factors, one factor for M2, and four factors for M3. Such diversity of group-rating differences between managers may point to substantial differences in the value afforded a particular factor or set of factors for a particular manager rather than any inherent manager-rating bias. It is interesting to note that 73% of the significant comparisons included significant differences between the AI and HI groups, while only one comparison showed a significant difference between the AI and AN groups.

In order to assess the between-manager rating differences, it was necessary to compare how each manager rated a factor within a single ethnic group. The data in Table 13 suggest that for approximately 50% (n = 13) of the possible factor comparisons, significantly different ratings were made by the managers. Further, it is apparent that M3 may be the most disparate rater, because if M3 ratings were omitted from the analysis, only four significant differences would remain in the between-managers comparisons. This conclusion is supported by a review of the mean ratings for each ethnic group by factor comparison presented in Table 11. M3 provided the highest rating (lowest score) for 45% of the ethnic-group-factor ratings–a disproportionate number of high ratings if the managers were rating subjects on a common standard.

The combined manager ratings ANOVA data presented in Table 14 suggest that the managers saw significant differences in group performance for both verbal (verbal skills and interpersonal skills) and nonverbal skills (attitude). Further, their evaluation of the group differences suggests that they saw the HI group as the superior group in the demonstration of these behaviors. It is interesting to note that the HI group obtained the highest score on eight of the nine factors rated when compared to the other two groups. Whether this is an artifact of the sample or a real measurement difference with respect to the managers' perceptions of the interviewees is unknown. What is again apparent is that the AI and AN groups are viewed as more similar than would have been anticipated, based on the initial hypothesis of this study.

The interpretation of the manager data can be viewed in two ways. First, on an individual manager basis, clear differences are present for both ethnic groups and verbal/nonverbal factors. An interaction analysis was not possible with these data but might serve to clarify the nature of the differences. Second, taken as a whole, the managers reveal some differences in the assessment of the verbal and nonverbal behavioral quality exhibited by the ethnic groups. Thus, at least from a collective view, both hypotheses are supported in terms of the managers' rating of behaviors.

Implications

Assessments of the VDMI, the mock interview, and manager ratings of the American Indian participants in this study reveal information that is positively significant for this sample regarding job readiness and interview performance. Skills measured by the VDMI across the three ethnic groups did not vary significantly. The American Indians in the sample indicated a positive similarity for job readiness, as did Hispanic and Anglo participants. As a result of the analyses of the mock interviews, the American Indians in the sample showed themselves to be very nearly as competent in verbal abilities as the other groups. The only exceptions are that American Indians demonstrate less interview dominance and less fluid speech than do the other groups. The American Indians in the sample also showed skill in appropriate nonverbal behaviors comparable to the other groups. The mock interviews illustrate *no* significant differences among the three ethnic groups in verbal or non-verbal communication. Lastly, managers rated Hispanics significantly more positively for verbal and interpersonal skills, and attitude, than they rated American Indians *and* Anglo persons.

The hypotheses of this study are, then, only partially supported by the subjective manager ratings. Objective procedures (the VDMI and mock interview assessments) refute the hypothesis. American Indians have shown a positive consistency in the skills they bring to job interviews. The mock interviews reveal more acceptable similarities inherent in the three groups' interviewing abilities than the researchers had predicted. Each group's set of values, attitudes, and job priorities correlates reasonably well with both other groups. Job readiness is also equal among the three groups. It seems, then, that for any of these groups, the objective factors studied in this research should not impair the job search or the actual interview process. Nonetheless, managers rated American Indians as less skillful in the interview and less qualified for their jobs than Hispanics to a large degree, and than Anglo persons to a lesser degree. These results have important implications.

American Indians may, therefore, confidently enter a job interview situation with good interviewing skills yet be denied the job. Why? The presenting characteristics of the job seeker in the interview process are

determining factors in the hire, as substantiated by the manager ratings. It could be that when managers are assessing a potential candidate for hire, their focus is not comprehensive or equitable. Are the managers clearly and objectively evaluating all of the candidate's skills, values, attitudes and characteristics that he or she brings to the potential job? Or do managers use a narrow range of reference and comparison when they evaluate new job applicants and routinely prefer the presence of positive superficial characteristics such as appearance (facial and public image) and eye contact?

This study suggests that although some American Indians may lack these expected superficial characteristics, this may not correlate with subsequent poor job performance. American Indians score highly on objective measures of job readiness and interview skills–no differently than do Anglo persons or Hispanics. More important, it suggests that subjective evaluations of job applicants may be more powerful than objective ones.

Sociocultural and psychocultural influences are important to the evaluation process. These influences are extremely crucial in the interview process and emanate from both the culture of the applicant as well as the culture of the interviewer/manager. Moreover, each culture brings with it societal mores and expectations. Unfortunately, these social dynamics can also breed stereotyping, discrimination, and intolerance. Regarding this study, the investigators are faced with the possibility that damaging cultural stereotypes may be more powerful than objective information in a bicultural interview arrangement.

The results of the first part of this study suggest that negative stereotypical perceptions of American Indians by Anglo food-service managers in reservation border towns remain an influential dynamic in interview and hiring process. Ways must be found to *bridge* that cultural gap and thereby help to provide more equal employment opportunities. That could be accomplished by providing cultural-awareness training sessions for food service managers and other employers to improve their total perceptions of the hireability of American Indian jobs applicants. Also, vocational rehabilitation counselors could serve as brokers between their clients and employers, finding out about barriers to employment and working with clients and employers to bridge any misunderstandings. As a result, the goal

of improving cultural sensitivity in our ethnically diverse nation can be realized to help improve this situation.

Training in cultural sensitivity can also be prescribed to members of minority cultures to help them understand and/or deal with some dominant culture values. As a result of this study, the investigators recommend that if applicants wish to succeed in the dominant-culture business world, they must work to understand behaviors that may activate negative stereotypes of American Indians in the Anglo world. One method by which American Indian job applicants can help minimize misperceptions of their behaviors by perspective employers is to engage in pre-interview training sessions that emphasize acquisition of desirable skills for the job interview and avoidance of behaviors most likely to be misunderstood.

This training would involve use of techniques that have been scientifically substantiated by the social sciences as effective in encouraging behavior change. These include client self-determination and self-examination, client empowerment, and client involvement in decision-making. These techniques provide the mechanism to achieve the long-range purpose of the training sessions: to improve the hireability potential of American Indian job applicants. Primary goals of training sessions could be to identify behaviors of American Indians that reinforce negative perceptions and to help these job applicants change these behaviors for the purposes of the job interview.

This study indicates that certain behavioral characteristics of American Indian job applicants have a certain amount of negative influence in the interview process. While these findings are not overwhelmingly statistically significant, they remain important, because they could negatively affect hireability outcomes for nearly 20% of American Indian job applicants.

More specifically, the results of this study point to five verbal and non-verbal behaviors common in the American Indian sample that lead to negative evaluations by managers. The presence of these behaviors support the need for interviewing-skills training programs for some American Indians. The behaviors are listed and described below. The literature has supported them as having negative impacts on hireability.

1. *Lack of fluid speech*: choppy ideas and phrases, many monosyllabic pauses, and disruptive silences

2. *Low mean number of sentences used in interview*: abrupt and undeveloped responses that did not meet manager expectations

3. *Lack of eye contact*: insufficient positive nonverbal communication

4. *Facial expressions*: facial postures do not sufficiently communicate positive, expected meanings

5. *Self-presentation*: less than desirable, generally passive demeanor

One conclusion of this study is that the above information can be used to help design training programs for American Indians to improve interviewing skills. Part Two of this study presents such a demonstration training program.

American Indians looking for jobs, like most other job seekers, bring natural and positive traits to the job. Through on-the-job training, they learn to conform to employers' expectations in varying degrees to succeed in the new employment setting. But to get to that stage, these job applicants must first succeed in the job interview procedure. We think it is incumbent upon employers to show cultural sensitivity and interpret the verbal and non-verbal communication patterns of American Indian job applicants with accuracy, understanding, and objectivity. We also realize that cultural sensitivity to employer concerns can be achieved by the American Indian job applicants themselves. Pre-interview-skills training sessions could accomplish these goals and, in these cases, will have very beneficial effects for American Indian job seekers.

PART TWO: DEMONSTRATION TRAINING PROJECT

Introduction

Preface

The results of Part One of this study focus attention on the continued existence of negative stereotypes of American Indians when they are being interviewed by some food service managers. To overcome these stereotypes, this study's investigators have suggested two strategies:

1. Food service managers in reservation border towns should attend workshops to improve their sensitivity to and understanding of the American Indian culture so that these managers can then make more accurate assessments and more equitable hiring selections when dealing with American Indian job applicants. This implication has been left untested.

2. American Indian job applicants should attend training sessions to improve their interviewing skills when they seek jobs in the Anglo-dominated marketplace. These training sessions will draw attention to job applicant behaviors that stimulate negative, stereotypical perceptions by some job managers during the interview. This implication of Part One has developed into the demonstration project that constitutes Part Two of this study.

In this demonstration training project, the investigators worked with a small sample of American Indian adults who were seeking employment in the Phoenix, Arizona, area. Phoenix, which is adjacent to the Gila River, Salt River, and Fort McDowell Indian Reservations, is too large to be typical of border towns. It was selected for this training project because of the difficulty of recruiting enough American Indians with disabilities in any of the smaller Arizona border towns. The applicants also had been diagnosed with a certain level of clinically defined physical or mental disability. This characteristic of disability distinguishes this small training project sample from any of the three samples that were used in Part One.

Purpose

The purpose of Part Two of this study is to: (a) demonstrate a training program for American Indian adults with disabilities to enhance the effectiveness of their communication skills; and (b) assess the efficacy of the training program in terms of the employability of the American Indians with disabilities who participate in the study. This study will provide a standard by which vocational rehabilitation and career counselors would be able to train and place American Indians with disabilities in the job placement process.

The principal hypothesis offered as guide and standard for the design and implementation of this part of the study is that American Indian adults with disabilities seeking employment in the fast-food service industry can learn the necessary verbal and nonverbal communication skills to successfully complete a job interview and gain employment in the food service industry.

Underlying Theoretical Bases

Dynamics such as cultural influences, societal influences, psychocultural influences, and environmental influences have been cited in the literature as helping to shape the way people communicate with one another. The cultural norms and rules specify the acceptable and unacceptable ways for reaching the ends of social life. These cultural norms and rules are the mechanism that provides members a way to engage in spontaneous day-to-day social behaviors. The norms and rules influence how a person encodes and decodes verbal and nonverbal messages. This strong cultural influence provides a challenge for some American Indians with disabilities who attempt to enter a workforce dominated by the Anglo culture.

Some American Indians may not understand the norms and rules of the dominant Anglo culture in America. They may not succeed in their attempts to acclimate to the Anglo work environment. For example, many Anglos who encounter an American Indian will attempt to establish direct eye contact, while some American Indians will act to avoid such contact. An Anglo usually views eye contact as positive, but some American Indians view this behavior as disrespectful. Anglo employers often regard direct eye

contact as an important characteristic, and they expect employees to engage in this behavior.

Interpersonal relationships involve the use of psychocultural data in making predictions regarding the behavior of an individual. The manner in which interpersonal relationships – employer, employee, and customer – are defined will influence how one communicates. If the American Indian cannot securely define or conceptualize relationships in the workplace, miscommunication is the likely result. This would penalize the American Indian's efforts to make a successful transition in the workplace.

Psychocultural influences focus on cognitive and affective variables. A major concern here, thus, is stereotyping. An American Indian's stereotypical view of the competitive Anglo work culture may negatively influence confidence and self-presentation at a job interview. Likewise, an Anglo employer's stereotypical view of the American Indian may in fact negatively influence the applicant's evaluation by the interviewer.

Environmental influences can also influence communication. The dominant American culture depends on explicit communication modes, while some American Indian cultures depend on implicit or personally internalized modes. This conflict can be troublesome for some American Indians with disabilities in the Anglo job market, where overt verbal communication is the norm.

Methodology

Part Two of this study began by attempting to identify subject-referral sources for the demonstration training project. This training project was devoted to enhancing the interviewing skills of a small group of five to eight American Indians with disabilities.

Dr. Betancourt devoted a portion of the spring semester 1991 to finding interested participants. He approached a variety of sources for potential referrals, including: Goodwill Industries of Northern Arizona (GINA), Flagstaff; State of Arizona, Department of Economic Security (DES), Job Service Department, Flagstaff; Native Americans for Community Action (NACA), Flagstaff; Coconino Community Guidance Center (CCGC), Flagstaff;

Job Training Partnership Act (JTPA), Flagstaff; and Flagstaff Unified School District. Dr. Nye approached the McJobs Program at McDonald's Corporation and State of Arizona, Department of Economic Security (DES), Rehabilitation Services Administration, Phoenix.

All participants in the training project were referred through Suzanne deGroot, Program Manager of District I at the Phoenix DES office of Rehabilitation Services Administration. These referrals came from various field offices in Maricopa County. Arrangements for a training session were entered into by the researchers and the office of Rehabilitation Services Administration in Phoenix. These arrangements are described below.

Recruiting Procedure

An information letter inviting client participation (Appendix B: Invitation Letter to Clients) was distributed to Rehabilitation Services Administration staff by the program manager in Phoenix on June 6, 1991 (see Appendix B: Office Memos June 6, 1991). In addition, a publicity flyer (Appendix B) was circulated. Fourteen clients indicated interest in participating in the training program. Eight clients were confirmed to attend the training session; three clients failed to show on June 17. The remaining five clients participated in the entire training session. The participants were three males and two females between 22 and 52 years of age, representing a variety of disabilities and tribal affiliations. Table 15 presents the salient participant characteristics of the training participants.

Design of Training Instruments

Several training instruments were constructed for the data collection and training components. The following is a list of the instrumentation developed and utilized for the training component. A copy of each instrument is provided in Appendix C. (Some instruments have been revised to improve their appearance.)

Table 15.

Training participant characteristics

Participant	Sex	Age	Tribe	Disability
1	Male	25	Yaqui Indian	alcoholism
2	Male	22	Hopi Indian	mental retardation
3	Female	28	Yaqui Indian	visual impairment
4	Female	35	Sioux Indian	alcoholism
5	Male	52	Navaho Indian	alcoholism/physical impairment

Application. This is an application for a simulated entry-level position in a fast-food restaurant that was used in the empirical study of Part One.

Sample Interview Procedure and Questions. This instrument replicates the interview format used with the data collection study sample of 60 subjects in Part One. The interview is a format of an interview for a simulated position in a fast-food restaurant that consists of six components:

1. Application review and discussion of information with applicant
2. Questions regarding applicant conceptualizations of work in a fast-food restaurant
3. Putting forth of an imaginary crisis in a fast-food restaurant and asking for applicant's response
4. Questions about shift preferences and reasons
5. Questions about job-task preferences and reasons
6. Interview closure.

Training Handouts. These handouts were derived from the published literature on interviewing and communication skills, the protocols developed for use in Part One of the study, the accumulated manager criteria for hiring decisions, and a variety of discrete characteristics that describe the verbal and nonverbal behaviors of the sample of 60 experimental participants discussed in Part One. From this information, five handouts were designed by the researchers for this training component of the study. Each instrument summarized below and copies are included in Appendix C.

1. "Analyzing your strengths" – twenty-one positive criteria rated on a scale of one (poor), two, three (average), four, and five (excellent).

2. "Questions Interviewers might ask" – eight items.

3. "Questions you may ask in an Interview" – eight items.

4. "Guidelines for Good Interviewing" – this is an eight-item scheme that juxtaposes two contrary columns of verbal and nonverbal behaviors: "Do This" and "Do Not Do This." This design was derived from the manager evaluation form used by the managers to rate the videotaped interviews. These items were used in the hopes of facilitating easy comprehension of good interviewing techniques among the participants. The "Do This" column was designed to assist these job applicants to break Anglo negative stereotypical perceptions and was enumerated as follows:

i. Proper seating distance close enough to the interviewer, lean towards interviewer, proper posture

ii. Eye contact

iii. Smiles; making a good impression

iv. Body movement and body language to show interest

v. Thinking before answering

vi. Neatness and cleanliness

vii. Speak in complete ideas

viii. Carry pen, fill out application completely and neatly

The "Do Not Do This" column addressed the corresponding issues with illustrations of improper behaviors that may reinforce negative stereotypical perceptions.

5. "Helpful Hints" – this is a succinct six-item checklist to aid the job seeker by highlighting broad areas of concern as he/she is about to enter a job interview.

Training Session Procedure

The training session for the research study, "Assessing the Communicative Skills of American Indian Job Applicants during the Interview Process," was held on June 17, 1991, 9 a.m. to 4 p.m., Department of Economic Security, Rehabilitation Services Administration, 1430 East Indian School Road, Suite 100, Phoenix, Arizona.

Introductions

The training session began with introductions. The two trainers greeted the five participants, introduced themselves, and gave brief academic biographies. Next, the five participants were given the opportunity to introduce themselves including their names, tribal affiliations, and relevant work experiences.

After these salutations, Dr. Nye started the formal session by offering some background of the study from its inception to the present day for the participants' benefit. Dr. Nye thoroughly highlighted important aspects of the experimental study – its purposes, methodology, and results. With that perspective clarified, he linked the research study to the training session at hand and proceeded to explain the purposes and objectives of the training session. Dr. Nye then went over the training session agenda with the participants (a copy of the Schedule is provided in Appendix C). Last, each participant was given a one-page summary of the project goals and activities and asked to sign an "Informed Consent Form," "On-Camera Talent Release," and "Consumer Survey" (copies of each form are provided in Appendix D).

Pretraining Interview

In the next session and prior to any training of interview skills, Dr. Betancourt individually videotaped each participant in an interview situation similar to the situation used in the data collection portion of Part One of the project. Dr. Nye and four participants left the room to allow privacy for the remaining participant and Dr. Betancourt. All interviews lasted approximately four to eight minutes.

The Interview Training

Drs. Betancourt and Nye designed the interview-training component in eight parts:

1. Dr. Nye and participants discussed typical characteristics of the interview situation, emphasizing expectations of the interviewer and interviewee and the influence of negative stereotypes;

2. In a live mock interview, Dr. Betancourt interviewed Dr. Nye in the same format as the fast-food interview videotaped earlier. The trainers and the group discussed general characteristics and observations of interviewer and interviewee behaviors.

3. Dr. Nye demonstrated and held discussions concerning verbal characteristics important to successful interviewing for this kind of placement. He also emphasized how the sample of American Indian participants could learn to change verbal behaviors that fuel negative evaluations by job managers as discussed in Part One.

4. Dr. Betancourt demonstrated and held discussions concerning nonverbal characteristics important in successful interviewing. He also emphasized how the sample of American Indian participants could learn to change nonverbal behaviors that fuel negative evaluations by job managers as discussed in Part One.

5. The group of participants viewed and evaluated videotaped interviews from the data collection phase of the project.

6. Drs. Betancourt and Nye facilitated brief role-play, interviewer-interviewee exchanges with participants.

7. Drs. Betancourt and Nye facilitated group discussions about observations, problems, strengths, weaknesses, etc.

8. Dr. Nye summarized the main principles that had been observed and discussed.

Posttraining Interviews

After the training session was complete, Dr. Betancourt again videotaped a mock interview of each participant. Dr. Nye and four participants left the room to allow privacy for the remaining participant and Dr. Betancourt. Again, each interview took approximately four to eight minutes to complete.

Two of the group participants volunteered to allow class observation of their pre- and post-training videotaped interviews. Participant observations were made, discussion followed, and comparisons of the interviews were made.

Subsequent Discussion and Closure

In the beginning of this part of this session, Drs. Betancourt and Nye summarized the training session's main principles, purposes, and activities for the benefit of the participants. This sort of summarization is recommended as an effective way for facilitators to begin closure on an all-day educational training session. Moreover, it helped to recapitulate important concepts and techniques for participant skill-building and minimization of any negative perceptions.

After this initial activity by the training session facilitators, they then shifted the focus to the participants themselves. They gave the participants opportunities to voice any opinions, comments, or questions regarding the day's training session. This gave the participants the appropriate feeling that this training session was a mutual communication effort. It allowed the participants to enjoy the feelings of respect for their thoughts, of the importance of their contributions, and of empowerment.

Last, the participants were asked to formally evaluate the training session. Again, the facilitators were requesting more information from the participants. This can help to contribute to participant feelings of self-worth. The five participants evaluated the session using a simple eight-item single-page form that the facilitators provided to them. Overall, the evaluations were very positive and appreciative. A sample of those comments included:

"Thanks for help me to learn about how to go on job!"

"This training session has really helped me a lot."

"Thanks for all the confidence; that's what I needed."

All participants indicated that they had benefited from the training. They stated they all had gained useful knowledge by learning new skills and practicing interviewing. Copies of their completed evaluations are included in Appendix E. According to participants' evaluations, the training sessions appeared to be successful. The other measure of success will be ascertained by the one-year follow-up assessment.

Results

Follow-up Status – One Year Later

Dr. Betancourt performed a standardized follow-up during the week of June 15-19, 1992, to determine the job status of this study's participants in the time since the training sessions in June 1991. By contacting Suzanne deGroot, program manager for District I at the the State Vocational Rehabilitation offices in Phoenix, Arizona, Dr. Betancourt was able to gather the names and telephone numbers of each participant's current vocational rehabilitation counselor. The director of Vocational Rehabilitation Services had suggested this follow-up be conducted with the vocational rehabilitation counselors rather then directly with the participants themselves. Dr. Betancourt obtained the follow-up information by telephone conversations with the vocational rehabilitation counselors. The follow-up narratives are organized by participant (Table 15).

Participant 1 (male Yaqui, age 25). This participant is currently unemployed. He was laidoff his job. He had been employed for less than a year subsequent to his participation in the interviewing training session. He had conveyed to his vocational rehabilitation counselor positive feelings about the interviewing training session he had experienced with Drs. Betancourt and Nye. He thinks it was of definite help to him.

Participant 2 (male, Hopi, age 22). This participant is currently working at a salaried job he started in September 1991. His current job is a yard maintenance position in a mobile home park. He had conveyed to his vocational rehabilitation counselor positive feelings about his present job situation and implied that the training session he had experienced with Drs. Betancourt and Nye was of definite help to him. He seems to have had no problems obtaining the job or keeping it.

Participant 3 (female, Yaqui, age 28). This participant is currently unemployed. She had been employed for less than a year subsequent to her participation in the interviewing training session. She had conveyed to her vocational rehabilitation counselor positive feelings about the interviewing training session she had experienced with Drs. Betancourt and Nye. She thinks it was of definite help to her.

Participant 4 (female, Sioux, age 35). This participant is currently working at a salaried job she started in December 1991. Previous to that, in October and November 1991, she had volunteered in a food bank in Phoenix. Her current job is a housekeeper/kitchen aide position in a boarding home for developmentally disabled and elderly persons. She had conveyed to her vocational rehabilitation counselor positive feelings about the interviewing training session she had experienced with Drs. Betancourt and Nye. She thinks it was of definite help to her, because now she has been able to present herself to prospective employers in a more positive manner. She feels better about herself in these situations and has more self-confidence.

Participant 5 (male, Navajo, age 52). This participant is currently unemployed. Marital problems forced him to leave his job. He had been employed for less than a year subsequent to his participation in the interviewing training session. He had conveyed to his vocational

rehabilitation counselor positive feelings about the interviewing training session he had experienced with Drs. Betancourt and Nye. He thinks it was of definite help to him.

These five cases indicate some success in accomplishing the stated objectives of this research. At one point in the past year, 100% of the participants were employed. They attributed their ability to successfully obtain employment, in part, to the interviewing skills training program administered by Drs. Betancourt and Nye. At the current time, 40% of the participants are still employed by their original employers. These are significant findings, despite the small sample. The value of the training session is supported.

Discussion

The communication and interpersonal skills employed by Drs. Betancourt and Nye in their work through the Demonstration Training Project with the five participants helped to encourage sincere, consistently forthright, and, for the most part, positive contributions and participation. Factors that contributed to this amenable learning environment were: (a) the limited and small number of participants; and (b) the personal nature of participant interactions with the facilitators. In this type of setting, the researchers definitely experienced from the sample increasingly committed communications as the training session continued throughout the day.

Because of the special needs of the group of persons with disabilities, the fact that the investigators had previous experience with persons with special needs probably contributed to their success with the training session. This was a third factor, which contributed to the amenability of the learning environment. As a result, this study's investigators were able to work effectively and congenially with persons who exhibited hearing and/or speech disorders, cognitive slowness, or drug abuse disorders.

This study's investigators feel that these three factors can be understood to be of utmost importance if interviewing skills training sessions are to be successful with American Indian job applicants who have a disability. Of course, disabilities vary in clinical seriousness throughout the diverse

populations of American Indians. That factor will undoubtedly powerfully influence future similar training-session success rates. However, this research project has shown that successful attempts can be made to shatter stereotypes that breed negative perceptions of American Indians by changing the interview behaviors of American Indians themselves. Moreover, this study shows that successful work can be done with American Indian job seekers who are also mentally or physically disabled. Replication of these training sessions in a variety of new contexts is the next step.

PART THREE: ASSESSING THE SOCIOLINGUISTIC SKILLS OF AMERICAN INDIAN JOB APPLICANTS DURING THE INTERVIEW PROCESS

Abstract

Sociolinguistic-discourse competence of American Indians applying for entry-level food service positions was assessed based on mock job interviews and subsequent assessment by three food service managers. A total of 60 applicants participated in the Vocational Decision Making Interview. The sample consisted of an equal distribution of American Indian, Hispanic, and Anglo individuals for comparison purposes. Data from 42 interviews were transcribed and analyzed to determine the communicative skills needed to appropriately train and place American Indian applicants who have a disability in entry-level food service employment.

Introduction

When gatekeeping situations affect economic empowerment, as in job interviews, those seeking empowerment may find themselves disadvantaged in ways that are not apparent either to the job seekers or job granters. According to Jupp, Roberts, and Cook-Gumperz, "Discrimination has a linguistic dimension, and individuals' interaction can reinforce distance, difference, and stereotype, or it can alleviate these factors" (1982, p. 234). Though an interview is a two-way interaction, the power differential is lopsided, fostering a setting in which linguistic features can either contribute to balance or drastically weight the outcome in a very negative way.

Akinnaso and Ajirotutu have defined an interview as "an interrogative encounter between someone who has the right or privilege to know and another in a less powerful position who is obliged to respond, rather defensively, to justify his/her action, to explain his/her problems, to give up him/herself for evaluation" (1982, p. 119). In job interviews, the powerful interviewer has the responsibility of using the interaction to determine which candidate will give the best on-the-job performance. The problem is that frequently the interview participants are not aware of the interactional conventions that they assume, as these expectations develop socially rather than being overtly taught.

If interview participants are not conscious of the linguistic features conventionally accepted in discourse, neither will they be aware of the specific ways in which population subgroups might be affected by adherence to or departure from convention. Van Antwerp and Maxwell (1982) see a connection between gender and ethnicity, and linguistic features that prove desirable to potential employers. Moreover, the present study reveals a correlation between perceived verbal skills and assessed hireability that is statistically significant at an alpha level of .01. It was the purpose of this study to begin to identify linguistic discourse features that enhance communicative competence in job interviews and to find ways in which job applicants might vary in use of these linguistic features because of differing speech communities.

Methodology

Interviewees of both sexes, ages 17 to 49, were recruited at the State of Arizona, Department of Economic Security's Job Services. They were paid $30 each to participate as subjects. Out of 60 persons interviewed, 42 were selected to fill the following categories (with ethnicities self-determined by subjects):

	White	Hispanic	American Indian
Female	7	7	7
Male	7	7	7

All subjects were administered the Vocational Decision Making Interview (VDMI), which was appropriate insofar as it is a standard, structured interview about jobs. According to Czerlinsky, Jenson & Pell, the instrument:

> is an 80-item structured interview with three broad subscales: Employment Readiness, Self-Appraisal, and Decision-Making Readiness. Each VDMI item is a statement that is read to individuals, who then answer whether each item is true, false, or uncertain for them.
>
> Items are scored on a 2-point scale: true (1) and not sure or false (0). Half the items also have open-ended stems, for which the clients provide content responses (1987, p. 29).

The VDMI interviews were audiotaped by the interviewer. Following the VDMI, the same interviewer videotaped each client in a mock food service

job interview. The interviewer for most of the sessions was an Anglo male, age 38, with a Ph.D. After the interviews were finished, all videotapes were presented to three food service managers, who rated each subject on verbal performance, nonverbal performance, and hireability.

Transcription

For this portion of the project (Part Three), the audiotapes of the VDMI were transcribed. An attempt was made to transcribe all aspects of vocal behavior, including laughter, repeated words or word fragments, nonlexical placeholders such as "um" and "ah," vocalizations such as "m-hm" in place of "yes," mispronounced words, interruptions, and pauses. Interruptions were symbolized by an "=" sign. Pauses were recorded by the number of seconds in parentheses. Laughter was indicated in brackets, e. g. [laughter]. Comments by the transcriber were also enclosed in brackets. Verbalizations that were difficult to understand were enclosed between slashes. Words enclosed between slashes may represent guesses about what word was intended. The transcripts were then analyzed both qualitatively and quantitatively.

Variables

Variables were computed for verbal ability and hireability by combining ratings of the three food service managers for each subject. Total respondent words were computed by counting the total utterances, lexical and non-lexical, in all interviewee responses during the audiotaped sessions. The number of respondent laughs, interviewer laughs, and instances of joint laughter where the interlocutors are either laughing simultaneously or in adjacent utterances were also counted. First, second, and third person pronouns were tabulated, as well as nonlexical placeholders such as "um" and "ah," respondent and interviewer clarification requests, and overt expressions on the respondent's part indicating inability to access necessary vocabulary items. The quantified variables were normalized by dividing them by total respondent words and multiplying by 100. The independent variables analyzed were educational level, gender, ethnicity (the three categorical variables), and age (an interval variable).

Results

Education

The education variable had four levels, one for subjects who had not graduated from high school, one for subjects who had a high school degree or a GED, one for subjects who had taken courses beyond the high school level, and a final level for subjects who had completed at least one degree in higher education.

Analysis of Variance was used to determine differences in the data for educational level. The results for the ANOVAs processed are recorded in Table 16. The educational level of the interviewee made only a very slightly significant difference in the areas of hireability assessments. That is, subjects with no high school degree had a slight tendency to be given poor hireability ratings. Surprisingly, no significant differences were found in the area of verbal skills assessments. Since the managers making the assessments were not given access to information about educational level, however, they had to have been using other information (either visual or verbal) to make their assessments of hireability. It is possible, in the light of the high correlation between hireability and verbal skills, that other linguistic features besides the ones discussed in this paper were making the difference in assessments.

Table 16.

Analysis of Variance for Educational Levels

Dependent variable	Sum of squares	Degrees of freedom	Mean square	*F*-test
Verbal skills	23.282	3	7.760	1.64
Hireability	30.930	3	10.310	2.35*
Respondent words	1435741.361	3	478580.454	.47
First person pronouns	4.747	3	1.582	.33
Second person pronouns	.480	3	.160	.10
Third person pronouns	.419	3	.140	.45
Respondent laughs	7.764	3	2.588	1.84
Interviewer laughs	.210	3	.070	.40
Joint laughter	.141	3	.047	.33
Nonlexical placeholders	23.896	3	7.965	.76
Clarification requests	1.250	3	.417	.80
Interviewer clarifications	.280	3	.093	.16
Asking for a word	.006	3	.002	1.23

Note. $N = 42$, $^*p < .10$

Gender

An ANOVA was run for the independent variable Gender as well. The results can be seen in Table 17. Judging by the results of Table 17, not only did women appear to laugh more than men, but they appeared to coincide in laughter with and elicit more laughter from the interviewer.

Table 17.

Analysis of Variance for Gender

Dependent variable	Sum of squares	Degrees of freedom	Mean square	*F*-test
Verbal skills	0.381	1	0.381	0.08
Hireability	8.595	1	8.595	1.82
First person pronouns	1.948	1	1.948	.42
Second person pronouns	2.430	1	2.430	1.60
Third person pronouns	0.380	1	.388	1.31
Respondent laughs	9.967	1	9.967	7.79***
Interviewer laughs	.586	1	.586	3.71*
Joint laughter	.763	1	.763	6.33**
Nonlexical placeholders	.025	1	.025	0.00
Clarification requests	.190	1	.190	.36
Interviewer clarifications requests	1.091	1	1.091	2.06
Asking for a word	.002	1	.002	.84

Note. $N = 42$, $^{*}p < .10$ $^{**}p < .05$ $^{***}p < .01$

In further analysis of gender, a two-tailed, independent-samples t-test was run on the total respondent words. The results suggested a probability of significant difference < .10, with men talking more than women. This

In further analysis of gender, a two-tailed, independent-samples t-test was run on the total respondent words. The results suggested a probability of significant difference < .10, with men talking more than women. This finding is supported by previous cross-gender research. As Tannen notes, "Women are believed to talk too much. Yet study after study finds that it is men who talk more–at meetings, in mixed-group discussions, and in classrooms where girls or young women sit next to boys or young men" (1990, p. 75). The present study indicates that this finding also holds true in face-to-face job related interviews.

Ethnicity

Garcia and Frosch, in a study of verbal descriptions by subjects, were not able to find significant differences among ethnic groupings. They report Shuy postulating: "At the lexical level there are fewer observable differences, while at the more abstract levels of phonology and syntax differences are more evident" (1978, p. 89). In my data, however, differences appeared at the lexical level. Table 18 lists the results of ANOVAs for ethnicity.

Table 18.

Analysis of Variance for Ethnicity

Dependent variable	Sum of squares	Degress of freedom	Mean square	*F*-test
Hireability	5.333	2	2.666	0.54
Verbal skills	13.476	2	6.738	1.38
Respondent words	116863.190	2	58431.595	0.06
Respondent laughs	.240	2	.120	.08
Interviewer laughs	.095	2	.048	.27
Joint laughter	.112	2	.056	.40
First person pronouns	28.553	2	14.277	3.50**
Second person pronouns	1.757	2	.880	0.56
Third person pronouns	.063	2	.031	0.10
Nonlexical placeholders	7.552	2	3.776	0.36
Clarification requests	1.024	2	.512	.99
Interviewer clarification requests	3.838	2	1.919	4.07**
Asking for a word	.018	2	.009	6.33***

Note. *$p < .10$; **$p < .05$; ***$p < .01$

Correlations

In order to see the relationship of the linguistic features to age and hireability, a Pearson Product-Moment Correlation was run. The correlations are listed on Table 19. As noted earlier, there is a strong correlation between perceived verbal skills and assessed hireability. We have already seen differences in linguistic features, based on membership in population subgroups. If it is true that certain linguistic features utilized to varying degrees by population subgroups are related to hireability, it is imperative not only to begin to determine what features make the difference but to examine the matter to an ever greater depth. It thus becomes important in this particular study to look at correlations with perceived verbal skills to try to understand what patterns of variation exist and how they contribute to successful interviews.

It is critical for purposes of data interpretation to realize that low hireability and verbal scores actually indicated high skills. There appears to have been a positive correlation between the number of utterances and first person pronouns and verbal skills. Use of first person pronouns and number of utterances were positively correlated with age. It is possible to speculate that some of the verbal skills necessary for successful job interviews are related to age rather than education. The tendency of Hispanics to use first person pronouns more frequently could also be seen as a positive strategy, according to this data.

While total respondent words are positively correlated with verbal skills, they are negatively correlated with respondent laughter, nonlexical placeholders, and clarification requests on the part of both interlocutors. It is probable that these are the compensation strategies utilized by speakers in situations where words (or the lack of words) fail to produce the mutual understanding so important for successful negotiation of meaning in interaction.

Table 19.

Pearson Correlation Matrix

	AGE	VERBAL	HIRE	RWORDS	RLAUGH	ILAUGH
AGE	1.000					
VER	-0.103	1.000				
HIR	-0.044	0.799***	1.000			
RWO	0.372**	-0.314**	-0.087	1.000		
RLA	-0.314**	0.164	-0.093	-0.340**	1.000	
ILA	-0.164	0.261*	0.189	-0.233	0.442***	1.000
JLA	-0.169	0.273*	0.184	-0.266*	0.493***	0.929***
FPE	0.439***	-0.336**	-0.245	0.279*	-0.182	-0.006
SPE	0.198	0.141	0.159	0.298*	-0.199	-0.221
TPE	0.197	-0.251	-0.163	0.580*	-0.350**	-0.218
NLP	-0.137	0.165	-0.108	-0.329**	0.043	-0.031
CLA	-0.178	0.132	-0.070	-0.363**	0.296*	0.041
ICL	0.027	0.231	-0.068	-0.346**	0.020	-0.081
WDA	0.124	-0.082	-0.094	0.173	-0.211	-0.012

	JLAUGH	FPERSON	SPERSON	TPERSON	NLEXPL	CLARIF
JLA	1.000					
FPE	-0.065	1.000				
SPE	-0.162	-0.309**	1.000			
TPE	-0.180	-0.102	0.540***	1.000		
NLP	-0.046	-0.334**	-0.131	-0.313**	1.000	
CLA	0.013	-0.302*	-0.016	-0.226	0.083	1.000
ICL	-0.093	-0.067	0.124	-0.186	0.228	0.149
WDA	-0.179	0.247	0.186	0.147	-0.315**	-0.152

	ICLARIF	WORDASK
ICL	1.000	
WDA	0.599	1.000

Note. *$p < .10$; **$p < .05$; ***$p < .01$

Discussion

What emerges from this particular configuration of data is the beginning of a list of features that may prove helpful in raising the awareness of interactants in job-related interviews. For example, in interviews, the adage "less is more" is not at all applicable. Interviewees who spoke more and gave specific information about themselves were perceived as having better verbal skills, evidenced by the use of first person pronouns and facile access to the lexical items necessary to convey meaning.

It appears from the data that at least the features of first-person pronoun use and amount of speech develop naturally with the experience due to age. But the process may well be sped by specific linguistic training in which each potential interviewee is taught to monitor his or her own language usage. The necessity for compensation strategies such as laughter and nonlexical placeholders can also be lessened because of improved interactive and lexical skills.

Laughter

This has interesting implications in view of Chafe's (1987) suggestion that laughter is a disabling mechanism. He says that "humor, in short has two principal effects: physiologically it incapacitates, and psychologically it diverts attention to itself so that all else is forgotten or ignored" (p. 21). In the present data, respondents used laughter as a diversionary tactic to cover weak answers, the inability to answer, and inappropriate questions or personal revelations, as in the following examples (I=Interviewer, R=Respondent):

(1) I: Name three advantages.
R: As a waitress you can make a lot in tips. Um, /bookstore/ you have flexible hours, and, and you don't have to, to commit to the job. [laugh]
I: Not to commit?
R: [laugh] /?/

In example (1), the respondent uses laughter to cover an answer that would certainly be inappropriate in a formal job interview; she has inadvertently revealed a lack of commitment to a job she would be interested in applying

for. When the interviewer focuses on her lack of commitment, she responds with a second diversionary laugh, and the matter is dropped.

(2) I: I have decided what kind of job I'd like to do.
R: Sort of [laugh]
I: So it would be true, or not sure, or false.
R: Not sure.

In example (2), the respondent is indecisive about her job preference and covers her hedging response with a laugh.

(3) I: Could you tell me three of your beliefs? That would help you to decide about whether to take a job.
R: M-hm, um, like I would never take a job at a bar dancing or something like that [laugh].
I: O.K.
R: I guess moral beliefs,
I: High, high moral beliefs?
R: Yeah. [laugh]
I: O.K.

In example (3), the respondent has taken a question rather casually and responds in an exaggerated style with content that might be considered inappropriate for a formal interview. One reason for her laughter may be an inability to respond immediately. Humor may be a way to address the necessity of responding while formulating a more proper response. So she accompanies her answer with a diversionary laugh and subsequently rephrases her answer in a more serious vein.

Laughter can function, then, as a compensation strategy that draws attention away from inadequacy. The ANOVA shows that females were more successful in getting the interviewer to join in the laughter. When joining in laughter, an interviewer will be disarmed of some potentially debilitating power; for laughter is physiologically incapacitating as well as pleasurable.

We noted earlier that female respondents laughed more than males. For this study, *respondent* laughter appears to have no bearing on hireability. On the other hand, *interviewer* laughter seems to be negatively correlated with

subject verbal skills. This may be indicative of a strategy on the interviewer's part of eliciting more responses using the means of reduction of the power differential by disabling himself through laughter. Such may be the case in (4):

(4) I: Please name three things you would not like.
R: [laughs]
I: That's so easy.
R: [laughs]
I: [laughs]
R: Well, guess some things it's the employees, and /then/ because you don't like the work.

The respondent laughter may be caused by the nature of the question asked. But out of the previous ten questions asked by the interviewer in this particular session, seven questions have failed to elicit responses. The interviewer may be reading the laugh as another potential nonresponse and may be stepping in with a new strategy, disarming both himself and the question with humor. The step is successful, even though the response opens with two hedges ("Well, guess").

In example (5), which is another case of laughter as it relates to poor verbal skills, the interviewer makes a joke out of a respondent's misinterpretation and ends up apologizing.

(5) I: I have a preference for the part of town or part of state, or part of the country that I'd take a job in.
R: That's true.
I: Where would you prefer?
R: Uh, the mountains and trees.
I: (2.14) Um,
R: [laughs]
I: We have them, in, in New York state too.
R: Oh, you do, uh?
I: [laughs]
R: Well, that's uh,
I: Mountains and trees, b't.
R: In what state?
I: New York state.

R: Yeah, I, in what state did you ask me?
I: No, in a, it's just a general preference.
R: Uh, as in, uh, the geographical location?
I: Geographical location, either, stay here, stay in the Southwest, stay in Arizona.
R: I, I don't like the desert, but I like, I like Arizona, I never been to New York. I might like that, but ah, I like it where I am here in Flagstaff.
I: OK.
R: I like the climate and the weather and the,
I: So you're so you you are, prefer to stay here.
R: I prefer it.
I: I must apologize, we're taking you around, I mean, we used to have a joke in there, [laughs] and,
R: Oh, no, that's fine.
I: And, I, I, I took you for a, for a, for a little, trip which was in, I didn't mean to, I [laughs] was, inappropriate on my part. [chuckle] Just our joke.
R: Didn't bother, didn't bother me.

In the above excerpt, the interviewer asks about preferred geographical location. Instead of responding geographically, the interviewee talks about mountains and trees. Since mountains and trees appear in many locations, the interviewer at first thinks that the interviewee is displaying a parochial attitude towards job locations and consequently both rejects the answer through hesitation and ridicules it through laughter. Once the interviewee realizes his mistake, he first uses a diversionary laugh, admits the limitations of his travel experience, and then reaffirms his desire not to relocate. Then the interviewer uses laughter three times in his apology to divert attention away from the inappropriateness of his own amusement.

Mutual Understanding

The data suggest a search for mutual understanding via interactional strategies. A major portion of some of the interviews seemed to be given to defining answers through precise vocabulary terms that were acceptable to both interlocutors. And here interviewees with a Hispanic background used two strategies that neither Anglos nor Native Americans used with any frequency. First, they seemed more likely to use first person pronouns in interaction, which, as we will see later, may be a very positive strategy in

some types of job interviews. Second, they seemed to actively involve the interviewer in lexical searches by verbally indicating that they didn't know the word they wanted, as in the following excerpt:

(6) I: I know how much money I would need to earn from a job.
R: (3.70 sec) I would need to support myself, or need to what.
I: How, money, in, in specific terms or in general=
R: In general.
I: =terms, either will do.
R: O.K. Uh, Yeah, true.
I: True? Uh, how much money.
R: How much money? Uh,
I: In general or specific terms.
R: Yeah, well, you want a dollar amount?
I: Just, it doesn't really matter, you can tell me,
R: /Doesn't matter?/ OK., I, I would, how much money,
I: Enough to wallpaper your house, I don't know,
R: [loud laugh] Enough money not only to pay for the bills but also uh to have uh uh what's, what's the word I'm looking for? Uh,
I: To have some expendable cash?
R: Yes, to have uh, vacation money, or uh fun money you =
I: That you can,
R: = know like, you know what I'm saying.
I: Sure.
R: Uh, not just only, not just to survive. But to enjoy the fruits of your labor.

Looking beyond the reluctance or inability of the respondent to satisfactorily clarify the matter of financial need, it is apparent that the interviewer and respondent are cooperating in the task of finding a way to express the respondent's thoughts in the clearest, most specific way. In the above instance, the respondent actively asks for help.

Clarification Requests

Closely related to the issue of mutual understanding is the significant difference between ethnicities for the variable relating to clarification requests on the part of the interviewer. The interviewer did not need to clarify responses from anglo interviewees as much as he did from Hispanics and Native Americans. Clarification requests included repetition requests. These

may sometimes have been due to misunderstandings caused by phonological dialect differences; but frequently the cause was that the idea needed further explanation, or that the respondent did not have competence in the terminology necessary for successful communication.

In considering ethnic differences, phonological variation is generally what first comes to mind. That phonological variation makes a difference in a speaker's perceived social status is generally accepted (Trudgill, 1983). But along with phonological differences are larger discourse factors that make differences as well. Example (7) is more than just a misunderstanding due to phonology; it is also due to a lack of lexical competence.

(7) I: Could you name three jobs that interest you and you could do well?
R: Um, that film libery, I love to do that and I will, electric tronic? [difficult to decipher phonetically]
I: Pardon me, what is this?
R: Electric tronic?
I: Electronics?
R: M-hm.
I: Oh, electronics.
R: I like to do those.

While the preceding interchange begins as a simple problem of proper phonological decoding, continued clarification requests on the part of the interviewer reveal that the respondent does not have the correct vocabulary she needs to describe her preferred job.

Besides asking for clarification through repetition, the interviewer frequently included lexical expansions in his clarification requests. These were designed to clear up misunderstanding through increased specificity. It was in these areas of clarification and vocabulary expansions that the main interviewer demonstrated his control over the proceedings. The interviewer's clarification requests sometimes functioned as an on-the-spot training program designed to guide interviewees into the correct response format, as in example (8):

(8) I: I know what type of career I want for myself. That is, what type of work I would like to do for the rest of my life.
R: Uh, um, probly working with people.

I: Y, You'd say true to that, then?
R: Yes.
I: Working with people?
R: Yes.
I: You mean like nursing or social work?
R: Um, some nursin, some social work.
I: Uh-huh. And anything else, any other career that you may want for yourself?

Note that the general format for the VDMI is to have the interviewee respond to a statement and then list specific examples. In this case the respondent skipped the first part of the response (true, false, or not sure) and went directly to the open-ended list, a response that the interviewer rarely allowed. Further, a respondent's "Not true" would frequently elicit the clarification request "False?" from the interviewer, and the pattern would continue until the respondent used one of the solicited forms.

That the interviewer had a strong impact on negotiations of meaning for each question was evidenced both by repeated requests for affirmation of responses on the part of the interviewees and by the interviewer's helpfully intentioned paraphrasings and lexical suggestions.

This study, like studies of job interviews before it, is flawed in the sense that it is not based on authentic data. All interactants knew that real jobs were not in the offing, and no doubt their verbal and nonverbal behavior reflected this knowledge. Though the VDMI is a job-related interview, its format is not likely to be duplicated in a real interview. Further, the format of the VDMI may have been responsible for the tendency of the interviewer to coach respondents in the wording of their answers. The VDMI scores themselves did not correlate with hireability, though they correlated negatively with interviewer clarification requests. A final caveat has to do with the hireability assessments. Since all three evaluators were food service managers, the generalizability of the assessments is limited. It is necessary, therefore, to replicate the study, but in a real interview setting, with varying job levels.

In spite of these drawbacks, this study provides a baseline for future work. The next research step is to determine whether lexical advantage is dependent

simply on ability to use the language or on breadth of vocabulary as well. A further step will be the discovery of individual vocabulary and interview frameworks for varying kinds of jobs. Such a task is as yet beyond the scope of this particular study.

Recommendations

1. Potential interviewees should become acquainted with the specific interview formats that they will be expected to participate in when looking for the jobs of their choice.

2. To avoid the accrual of interviewer clarification requests, job seekers should be familiar with individual interview formats and the vocabulary framework conventionally assumed by interviewers.

3. Job seekers should learn to answer questions fully and with specific detail about themselves and their past experience. The pronoun "I" can be used freely in doing this.

4. Questions should be addressed with the exact information that is required, particularly if a standard interview is used. (For example, if an interviewee is asked about a location, he or she should speak in geographical rather than descriptive terms.)

5. The study should be replicated on a wider scale, with a better sample, in authentic settings. Future studies would serve to collect the information necessary for recommendations 1 and 2.

General Summary and Recommendations

Summary

In general, the sample of American Indian job applicants studied in Part One showed the same level of job readiness as measured by the VDMI as Hispanic and Anglo applicants. No significant differences were observed in most verbal and nonverbal characteristics.

Significant differences among verbal characteristics were found only in "fluid speech." That is, whereas the speech of 100% of the Anglos and 89% of

the Hispanics was judged as fluid, moving smoothly from topic to topic, only 70% of the American Indians were judged as having fluid speech (Table 6). A lack of fluid speech is indicated by choppy ideas and phrases, many monosyllabic pauses, or unexpected silences.

In nonverbal behaviors, no significant differences were observed. However, a few (7%-18%) of the American Indians showed potential problems in Eye contact or movement; Self-presentation; and Facial expressions. The nonverbal behavior showing the lowest percentage of positive rating for American Indians was Interview dominance, for which 65% of the American Indians were rated positively. However, only 67% of the Anglos in the sample scored positively, compared with 88% of the Hispanic participants.

More differences were observed in ratings by the managers, who seemed to rate the Hispanic "applicants" higher than the American Indian and Anglo "applicants." The strongest differences appeared in Interpersonal skills, Attitude, and perceived Verbal skills (Table 14). In each of these, the managers (combined) rated Hispanics highest (i.e., lowest mean scores) and American Indians lowest (i.e., highest mean scores).

In Part Three, significant gender differences were found with respect to Respondent laughs and Joint laughter (Table 17). That is, women laughed more than men and appeared to coincide in laughter with and elicit more laughter from the interviewer. Differences between ethnic groups were found in Asking for a word; Interviewer clarification requests; and First person pronouns (Table 18). A strong correlation was found between perceived verbal skills and assessed hireability (Table 19). Interviewees who spoke more and gave specific information about themselves were perceived as having better verbal skills. Use of First person pronouns and amount of speech appear to correlate positively with age.

Many of these differences are subtle. What emerges from this data is that the interview process is a complicated exercise for both interviewer and interviewee, even when both share the same ethnic background. It becomes even more complicated when the two people are from different backgrounds. It will help job applicants to know that a job interview is a highly structured

and somewhat artificial encounter in which certain verbal and nonverbal behaviors that would be appropriated in other settings may be counterproductive in this setting.

Recommendations

Counselor Training in Assessment of Job Interview Skills. We recommend that counselors receive training in recognizing verbal and non-verbal client behaviors that may be a barrier to successful job interviews. The training should include information on why these behaviors can result in misunderstanding by the interviewer. Behaviors that counselors should monitor in their clients include: (a) Fluid speech; (b) First person pronouns; (c) Vocabulary (e.g., knowing what word to use); (d) Articulateness (i.e., clarity in self-expression); (e) Eye contact and eye movement; (f) Self-presentation and Attitude; (g) Facial expressions; (h) Interview dominance; (i) Interpersonal skills; and (j) Laughter.

Pre-Interview Training Workshop. We recommend that a pre-interview training workshop be available to job-ready American Indian clients if, in their counselor's assessment of the behaviors listed above, the client might need coaching in job interview skills. This training should include client self-determination and self-examination, client empowerment, and client involvement in decision-making. It should also include client awareness of behaviors most likely to be misunderstood by an employer.

Finally, we recognize that *further research is needed on the dynamics of the interview process* with American Indian job seekers who have a disability. Therefore, we recommend that the process outlined above of counselor assessment and client job-interview training be monitored for appropriateness and effectiveness, resulting in changes, as necessary, to the assessment and training components.

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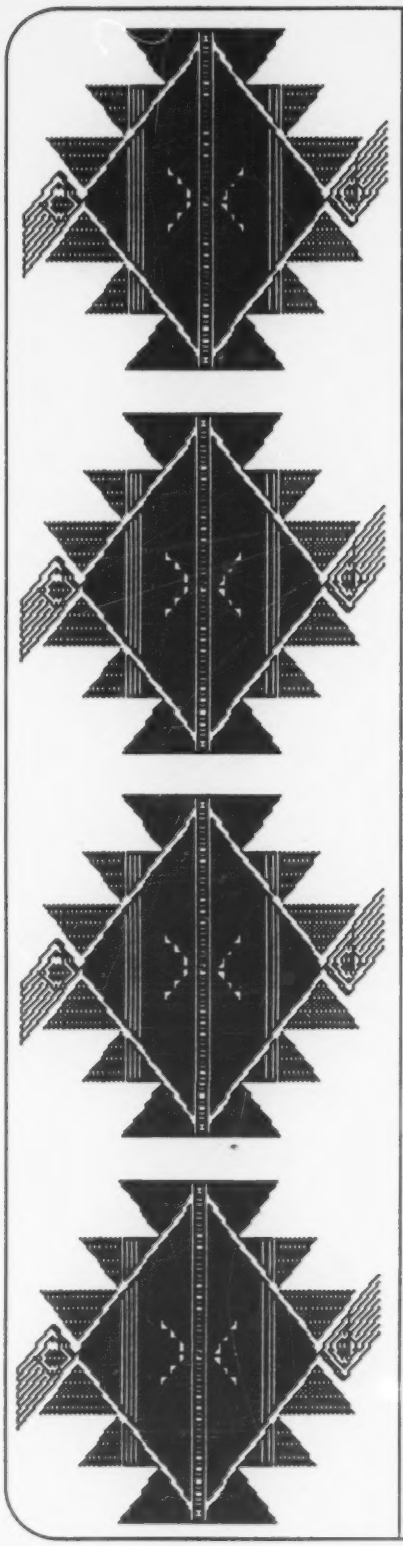

Appendix A

PROTOCOL

video #____

		yes	no
1)	Positive Shoulder Orientation/Forward Lean	___	___
2)	No Excessive Body Movements: Head Nods/ Tapping Feet/Shifting in Seat/Etc.	___	___
3)	Positive Body Positions/Posture	___	___
4)	Positive Gestures: Arms Crossed/Hand on Chin/Pointing/Legs Crossed/Etc. -Gestures Representing Communication -Gestures Supporting Communication -Fluency of Gestures	___	___
5)	Eye Contact/Eye Movement	___	___
6)	Situation-Appropriate Facial Expressions: Smile/Grimace/etc.	___	___
7)	Fluid Speech Rate	___	___
8)	Lack of Speech Errors -Sentence Changes -Repetitions -Stutters -Incompletions -Intruding Incoherent Sounds (ie: um, uh, mmm, etc.)	___	___
9)	Appropriate Dominance in Interview/Intensity of Interview/Extroversion/Introversion/ Activity Level (Active or Passive)	___	___
10)	Control of Self-Presentation/Appropiate Changes in Composure	___	___

SCORE KEY

Yes= 50% or more
No= Less Than 50%

Reviewer:_____

Group Tape:_____

Subject Number:_____

Managers Evaluation Form

	Excellent 1	2	Average 3	4	Poor 5
Appearance					
Appropriate Dress	1	2	3	4	5
Neatness	1	2	3	4	5
Cleanliness	1	2	3	4	5
Interpersonal Skills					
Verbal Skills	1	2	3	4	5
Non-verbal Skills (eye contact, posture etc.)	1	2	3	4	5
People Skills (friendliness, etc.)	1	2	3	4	5
Experience	1	2	3	4	5
Attitude	1	2	3	4	5
Hireability	1	2	3	4	5

Are there any other factors/characteristics about this applicant that would effect your hireability decision?

_____
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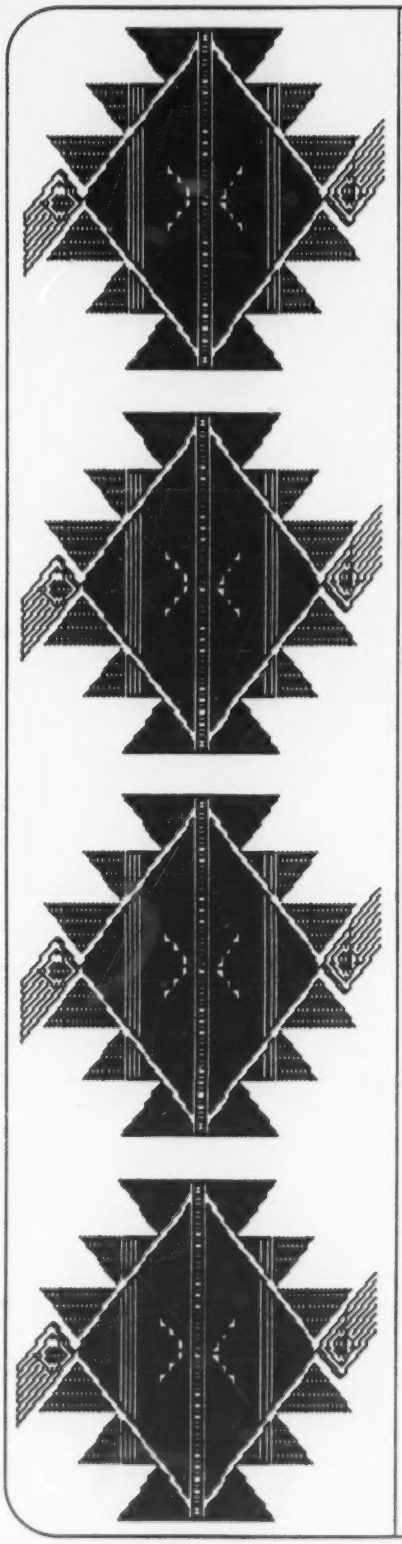


Appendix B

INTEROFFICE MEMO ARIZONA DEPARTMENT OF ECONOMIC SECURITY

TO Affected RSA Staff SITE CODE DATE 6/06/91

FROM RSA Program Manager
RSA District I SITE CODE 119A

SUBJECT Interviewing Training Program REFERENCE

Mr. Chad Nye from the American Indian Research Training Center at Northern Arizona University, Flagstaff, is completing a project, the goal of which is to develop an Interviewing Training Program for Native Americans.

In order to complete this project, Mr. Nye is asking for the assistance of RSA staff and clients in the Phoenix area to conduct a one-day Interviewing Skills Improvement Training session for handicapped Native Americans with an interest in learning better interviewing skills and with an interest in entry level positions in the food service industry. The free training will be conducted on Monday, June 17, 1991, from 9:00 a.m. until 4:00 p.m., with a break for lunch, at the RSA District I conference room located at 1430 East Indian School Road, Suite 100, Phoenix, Arizona 85014. Up to ten (10) Vocational Rehabilitation clients can be trained at this time.

Please confirm those clients who will be attending the session with Suzanne or Linda by COB Monday, June 10th. The enclosed letter should be signed by the counselor and sent to those participants as soon as possible.

Thank you.

Suzanne de Groot/lw

SdeGroot:lw

J-203 (5-90)

ARIZONA DEPARTMENT OF ECONOMIC SECURITY
Rehabilitation Services Administration
District I Office
1430 E. Indian School Road - Suite 100
Phoenix, Arizona 85014
Telephone: (602) 255-5641

Fife Symington
Governor

Linda Moore-Canno
Directo

June 10, 1991

Dear

You have been selected to participate in a one-day Interviewing Skills Improvement Training session designed for Vocational Rehabilitation Native American clients. The training is being conducted by Mr. Chad Nye of the American Indian Research Training Center at Northern Arizona University, Flagstaff, and will be held on Monday, June 17, 1991, from 9:00 a.m. until 4:00 p.m. (with a break for lunch) at the RSA District I conference room located at 1430 East Indian School Road, Suite 100, Phoenix Arizona 85014. Lunch will be served free of charge.

It is anticipated that you will greatly benefit from this session and will enjoy the day! Please call me if you have any questions.

Sincerely,

NORTHERN ARIZONA UNIVERSITY

DEPARTMENT OF SOCIOLOGY, SOCIAL WORK, AND CRIMINAL JUSTICE

AMERICAN INDIAN REHABILITATION
RESEARCH and TRAINING CENTER

Representatives from the American Indian Rehabilitation Research and Training Center at Northern Arizona University will be conducting a training session in Phoenix, AZ for disabled Native Americans who wish to enter the job market. The purpose of this training session is to provide the participants with skills specifically geared to succeed in the job interview process. The training session will include discussion and modeling of interview skills, pre- and post-training mock interviews with each participant, video-taping of these interviews, and discussion and comment sessions.

TRAINING SESSION

When: Monday, June 17, 1991 at 9 AM

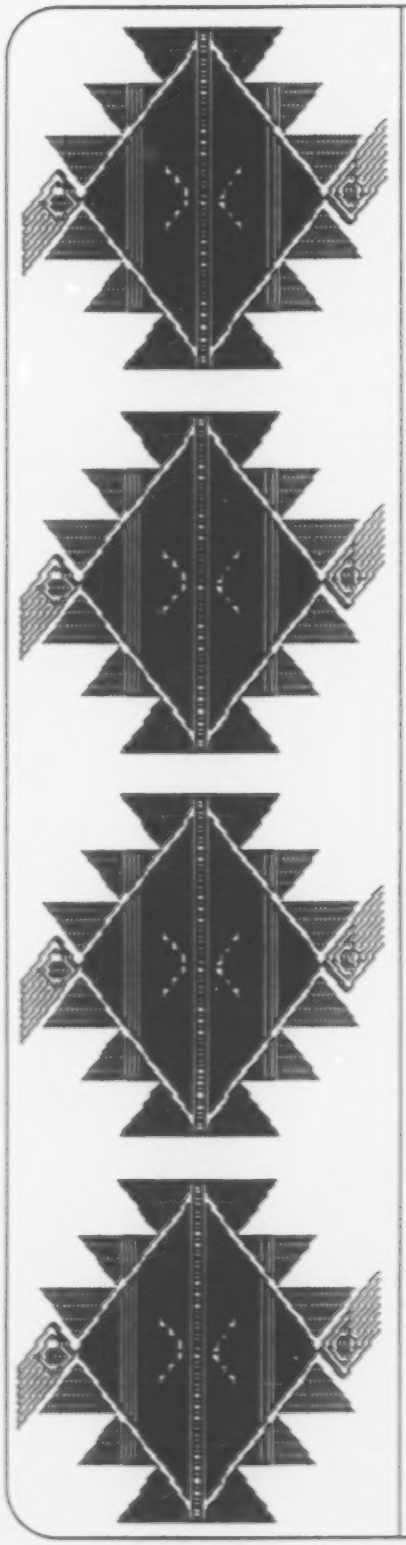
Where: Department of Economic Security
1340 East Indian School Road, Suite 100
Phoenix, AZ

Trainers: Raoul Louis Betancourt, Ph.D. and
Chad Nye, Ph.D.

The American Indian Rehabilitation Research and Training Center, Northern Arizona University, and Drs. Betancourt and Nye would like to thank all the participants in the training session for helping to make the session possible.

The American Indian Rehabilitation Research and Training Center is affiliated with the Institute for Human Development, Northern Arizona University, P.O. Box 5630, Flagstaff, AZ 86011-5630, (602) 523-4791.

PO Box 15300 Flagstaff, AZ 86011-5300 (602) 523-2979/523-6569



Appendix C

Training Session for research study "Assessing the Communicative Skills of American Indian Job Applicants during the Interview Process".

Schedule of Training Session

17 June 1991, 9 am to 4 pm

I. INTRODUCTION

A. Greetings

B. Self-identifications of trainers and explanation of backgrounds

C. Explain objectives and purposes of training session

D. Review agenda for session

II. PRE-TRAINING INTERVIEWS

A. Raoul videotapes interview of participants individually

III. INTERVIEW TRAINING

A. People Perceptions

B. Demonstration Interview

C. Verbal Factors in the Interview

D. Non-Verbal Factors in the Interview

E. Analysis of Videotaped Interviews (from data collection sample)

F. Practice Interview with Participants

G. Discussion of Interview Skills Observed and Learned

V. POST-TRAINING INTERVIEWS

A. Raoul interviews and videotapes each participant individually

B. Observe interviews as class (volunteers only)

VI. CLOSURE

A. Summary of Main Points

B. Completion of Evaluation Form

APPLICATION FOR EMPLOYMENT

Date _____

Name (Last Name First)_____
Social Security Number _____
Address_____Telephone_____
What special qualifications do you have? _____
_____
Please supply the following personal information.
Age_____Date of Birth_____Sex: Male_____ or Female_____
Race: American Indian_____Asian_____Black_____Caucasian_____
Hispanic_____Other (Please Specify)_____
Are you a U.S. citizen? Yes_____No_____
Are you an alien authorized to work in the U.S.? Yes_____No_____

EDUCATION

School	Name of School	Courses Taken	How Long?	Graduate?
Grammar				
High				
College				
Trade				
Other				

EXPERIENCE

Name and Address of Company	Date From/To	Duties	Starting Salary	Final Salary	Reason for Leaving
	/				
	/				
	/				
	/				
	/				
	/				

Please rate the following choices in order of your preference.

Shift

Midnight to 6AM_____ 6AM to Noon_____
Noon to 6PM_____ 6PM to Midnight_____

Job Description

Counter Cashier_____ Drive-Through Cashier_____ Janitorial_____
Stocker_____ Fryer Cook_____ Sandwich Cook_____ Burger Cook_____
Prep Cook_____ Milkshakes and Soft Drinks_____ Other_____

Signature_____

AMERICAN INDIAN REHABILITATION
RESEARCH and TRAINING CENTER

Mock Interview Procedure & Questions

Training Session for Job Interview Skills held at Department of Economic Security, 1340 East Indian School Road, Suite 100, Phoenix, AZ on June 17, 1991 at 9 AM.

1. Interviewer looks at job seeker's application, reviews out-loud the applicant's education and experience, and asks if there is any information the applicant would like to add to the application.

2. Have you ever worked in fast-food restaurant before?

   What do you think it would be like to work in a fast-food restaurant?

   What do you think you would be asked to do?

3. Make believe that you are working in a fast-food restaurant, please. You and one other worker are there by yourselves at night. What would you do if the other person suddenly got a bad cut on his or her hand?

4. Why do you want to work the hours you marked on the application? When do you not want to work?

5. Why is _____ your most favorite job? Why is _____ your least favorite job?

6. Interviewer thanks job applicant for his/her interest in working for his fast-food restaurant.

Analyzing Your Strengths

	(Poor)		(Ave)		(Excellent)
	1	2	3	4	5

1. Honest
2. Dependable
3. Motivated
4. Assertive
5. Punctual
6. Persistent
7. Conscientious
8. Flexible
9. Enthusiastic
10. Sincere
11. Appearance
12. Able to get along with co-workers
13. Able to get along with supervisors
14. Willing to work long hours
15. Willing to work evenings and weekends
16. Willing to start at the bottom and advance according to your own merit
17. Able to accept criticism
18. Able to follow through on something until it is done
19. Healthy
20. Able to follow directions
21. Desire to work hard

Questions Interviewers might ask:

1. What makes you qualified for this position? (How can you help us.)
2. How have your previous jobs or experiences prepared you for this situation? (What have you been doing since your last job?)
3. Why are you interested in this company? This job?
4. Tell me about your work experiences?
5. What did you like (not like) about your last job?
6. What's your greatest strength for this job?
7. How do you feel about getting to work on time? How important is it?
8. Where would you like to be in five years?

Questions you may ask in an interview:

1. Will you describe the duties of the job for me, please?
2. How does the job fit in with the organization? How does the organization support employee advancement?
3. Are there any educational grants or opportunities? Are there any special training programs?
4. What are the wages and methods of getting a raise?
5. What are the three most important characteristics you hope to find in people for this kind of job assignment?
6. What are the primary results you would like to see me produce?
7. Do employees work in groups or individually? Is there a leader assigned to each group of employees?
8. Are there any required memberships in the company?

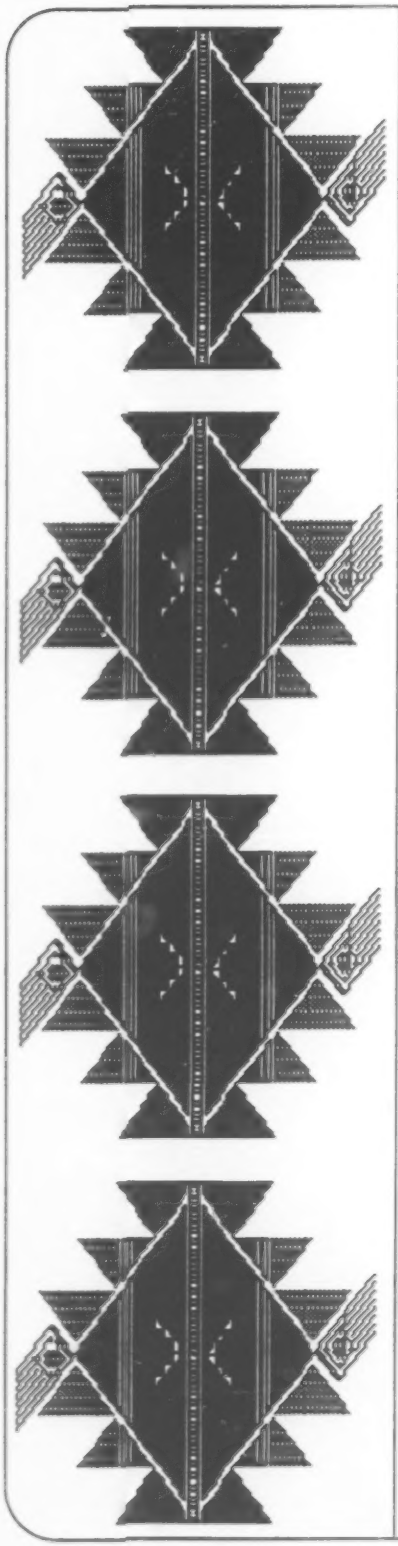
GUIDELINES FOR GOOD INTERVIEWING

DO THIS	DO NOT DO THIS
1. Ask the interviewer where you should sit if there is more than one chair.	1. Do not sit far away from the interviewer.
Sit close to the interviewer.	
When you sit, lean towards the interviewer.	Do not back off from interviewer.
Sit with a straight back.	Do not sit in a slump.
2. When the interviewer is talking to you and when you are talking, look at him/her in the eyes often.	2. Do not look at floor, walls, ceiling all the time during the interview
When the interviewer is talking to you, keep your mind on him/her.	Do not interrupt.
Be quiet while you are listening.	
3. Smile often.	3. Never smile.
Show the interviewer that you like him/her.	Do not be afraid of the interviewer.
Try to make a good impression.	Do not act uninterested.
Be outgoing.	Try not to be shy.

4. Nod your head from time-to-time to show you understand or agree.	4. Show no movement.
Use body movements to show you are interested in what the interviewer is telling you.	Act uninterested in the person who is interviewing you.
Use body movements to show you are interested in the job.	Act uninterested in the job.
5. Always think about what you are going to say in the interview before you say it - so you can answer with confidence.	5. Act silly.
6. Dress as best as you can. Be clean and neat.	6. Look sloppy. Look dirty and messy.
7. Speak in complete ideas.	7. Say half an idea and then stop.
8. Fill out application neatly and completely. Take pen with you.	8. Write sloppy and messy or leave things out in the application. Forget pen.

HELPFUL HINTS

- SELL YOURSELF TO THE INTERVIEWER
- TALK CLEARLY TO THE INTERVIEWER
- BE YOURSELF
- ACT INTERESTED IN THE JOB
- PREPARE YOURSELF FOR THE INTERVIEW
  THINK ABOUT WHAT YOU WILL SAY
  DRESS NEATLY
- PRACTICE AN INTERVIEW WITH FAMILY/FRIENDS
  BEFORE YOU GO TO THE REAL INTERVIEW.



Appendix D

DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY

Informed Consent Form
for use of the
Interview Information for Research Purposes

I hereby authorize representatives from the American Indian Rehabilitation, Research and Training Center to use the information on the Interview Forms and video tape being conducted by Chad Nye, Ph.D. during an interview and video tape with me on _____ for research purposes.

No names or other personality identifying information will be used in the analysis or reporting of the data. I can withdraw my participation in this project at any time by writing to the Project Director, AIRRTC, Box 5030, Northern Arizona University, Flagstaff, AZ 86001. The Project Director or his Assistants will also answer any questions that I may have about the Project.

I understand that the Interview Forms and tape will be filed by AIRRTC in an area with restricted access to the information by the authorized representative of the respective agencies.

I have read the Project Information description and the conditions for the use of the information on the Interview Form and tape have been explained to me by the Project Director or his Assistants and I understand them.

_____ _____
Interviewee's Signature Date

_____ _____
Signature of
Research Assistant Date

NAU Box 15045 Flagstaff, AZ 86011 (602) 523-2522

NORTHERN ARIZONA UNIVERSITY

DEPARTMENT OF SPEECH PATHOLOGY AND AUDIOLOGY

ON-CAMERA TALENT RELEASE

I, _____, hereby consent to the use of videotapes, photographs or audio recordings made of me or my voice by The American Indian Rehabilitation Research and Training Center.

NAME: (Printed) _____

ADDRESS: _____

CITY: _____ STATE: _____ ZIP: _____

PROJECT: Assessing the communicative skills of American Indian Job Applicants During the Interview Process.

VIDEOTAPE

EXECUTIVE PRODUCER: Chad Nye, Ph.D. - AIRRTC

COEXECUTIVE PRODUCERS: Raoul Louis Betancourt, Ph.D.

_____

Dated this 17 day of June, 1991

_____
Signature

American Indian Rehabilitation,
Research and Training Center
Northern Arizona University
P.O. Box 5630
Flagstaff, Arizona 86011-5630

AMERICAN INDIAN REHABILITATION
RESEARCH AND TRAINING CENTER

Consumer Survey

Participant Information

Name_____

Adress_____

City_____ Zip Code_____

Phone number_____

Do you have a disability? Yes_____
No_____

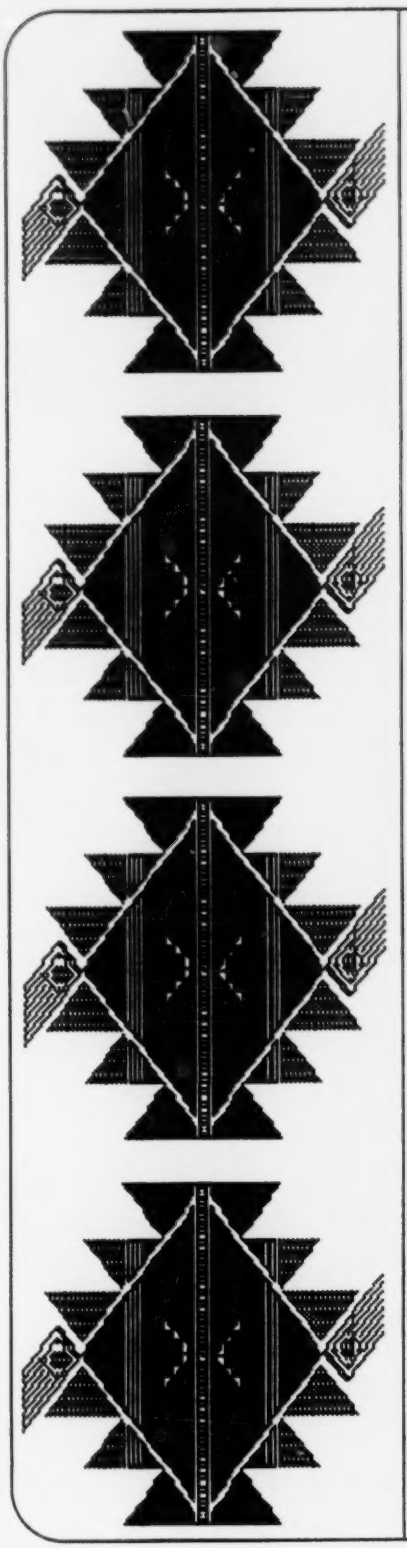
Please tell us what kind of disability.

_____

Age_____

Sex_____

Tribe_____



Appendix E

AMERICAN INDIAN REHABILITATION
RESEARCH and TRAINING CENTER

Participant Evaluation

Training Session held at Department of Economic Security, 1340 East Indian School Road, Suite 100, Phoenix, AZ on June 17, 1991 at 9 AM.

1. Why did you come to this training session? _____
My counselor recommended it.

2. Did you learn anything new in the session about interviewing for a job? Yes X
No _____

3. Of all the things talked about in this session, which things were really helpful to you? Knowing something about the company you are applying with beforehand giving direct & clear responses to questions

4. Do you now feel more comfortable and confident about going to a job interview? Yes ✓
No _____

5. Were the trainers easy to understand? Yes ✓
No _____

6. Would you tell your friends/family members to go to this session if we had one again? Yes ✓
No _____

7. Did we forget to do or say anything that you think was important? Yes _____
No ✓

What? _____

8. Anything else you would like to say: Thank you, fellas
Come again

BEST COPY AVAILABLE

AMERICAN INDIAN REHABILITATION
RESEARCH and TRAINING CENTER

Participant Evaluation

Training Session held at Department of Economic Security, 1340 East Indian School Road, Suite 100, Phoenix, AZ on June 17, 1991 at 9 AM.

1. Why did you come to this training session? So
I can learn how to talk clearly to the interv

2. Did you learn anything new in the session about interviewing for a job? Yes ✓
No _____

3. Of all the things talked about in this session, which things were really helpful to you? To be yourself
Sell Yourself to the Interviewer
Dress as best as you can. Take pen with you.

4. Do you now feel more comfortable and confident about going to a job interview? Yes _____
No X

5. Were the trainers easy to understand? Yes X
No _____

6. Would you tell your friends/family members to go to this session if we had one again? Yes X
No _____

7. Did we forget to do or say anything that you think was important? Yes [illegible]
No X

What? _____

8. Anything else you would like to say: Thanks for
help me learn about how to go
on job. I'll would like to come
someday.

AMERICAN INDIAN REHABILITATION
RESEARCH and TRAINING CENTER

Participant Evaluation

Training Session held at Department of Economic Security, 1340 East Indian School Road, Suite 100, Phoenix, AZ on June 17, 1991 at 9 AM.

1. Why did you come to this training session? to learn and to be more prepared when I go to an interview.

2. Did you learn anything new in the session about interviewing for a job? Yes ✓ No ____

3. Of all the things talked about in this session, which things were really helpful to you? just being yourself

4. Do you now feel more comfortable and confident about going to a job interview? Yes ✓ No ____

5. Were the trainers easy to understand? Yes ✓ No ____

6. Would you tell your friends/family members to go to this session if we had one again? Yes ✓ No ____

7. Did we forget to do or say anything that you think was important? Yes ____ No ✓

What? ____

8. Anything else you would like to say: just that this training session has really helped me alot

AMERICAN INDIAN REHABILITATION
RESEARCH and TRAINING CENTER

Participant Evaluation

Training Session held at Department of Economic Security, 1340 East Indian School Road, Suite 100, Phoenix, AZ on June 17, 1991 at 9 AM.

1. Why did you come to this training session? TO LEARN SOMETHING NEW EVERY DAY

2. Did you learn anything new in the session about interviewing for a job? Yes X No ____

3. Of all the things talked about in this session, which things were really helpful to you? THE WHOLE THING CUASE IT WAS FUN and EVERYTHING will be USEful

4. Do you now feel more comfortable and confident about going to a job interview? Yes X No ____

5. Were the trainers easy to understand? Yes X No ____

6. Would you tell your friends/family members to go to this session if we had one again? Yes X No ____

7. Did we forget to do or say anything that you think was important? Yes ____ No X

What? ____

8. Anything else you would like to say: THANKS FOR ALL THE CONFIDENCE THATS WHAT I NEEDED

AMERICAN INDIAN REHABILITATION
RESEARCH and TRAINING CENTER

Participant Evaluation

Training Session held at Department of Economic Security, 1340 East Indian School Road, Suite 100, Phoenix, AZ on June 17, 1991 at 9 AM.

1. Why did you come to this training session? To learn and edge off un-sound feelings with Fortsmen

2. Did you learn anything new in the session about interviewing for a job? Yes ✓ No

3. Of all the things talked about in this session, which things were really helpful to you? Body Language what to do & what not to do The important it is "acting" (selling yourself)

4. Do you now feel more comfortable and confident about going to a job interview? Right now Yes ✓ No
today & Tomorrow will more gestures that sell

5. Were the trainers easy to understand? Yes ✓ No
Both Trainers were Versatile in area for all needs & wants & really cared

6. Would you tell your friends/family members to go to this session if we had one again? Yes ✓ No

7. Did we forget to do or say anything that you think was important? Yes ✓ No

What? I feel in the Future - this one day work shop can be extended to lengthier presentation

8. Anything else you would like to say: I'm leaving as not just feeling as an in-adequate Indian, but feel more proud to be an Indian but not use "acting" for interviewing in the pre-dominant accept